

# INFORMAL PROSE INVENTORY

## 1



**Hilton Ayrey**

### **SCHOOL SITE LICENCE**

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# INFORMAL PROSE INVENTORY 1

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Noun Frequency Readability Scale *	PAT Reading Comp Levels**	Story Title	Equivalent Reading Age	Student Scripts Page Number	Recording Sheets Page Numbers
Below 2.8	Level 0	Snow Day	6 - 7	9	27 + 28
		The Big game	6 - 7	10	29 + 30
2.8 - 3.2	Level 1	A Clown called Smiler	7 - 8	11	31 + 32
		The Wet Teddy Bear	7 - 8	12	33 + 34
3.2 - 3.6	Level 2	Baby Tom	8 - 8½	13	35 + 36
		The Climber	8 - 8½	14	37 + 38
3.6 - 4.0	Level 3	The School Fair	8½ - 9	15	39 + 40
		The Big Wave	8½ - 9	16	41 + 42
4.0 - 4.4	Level 4	Jam Sandwiches	9 - 10	17	43 + 44
		Tama's Birthday Watch	9 - 10	18	45 + 46
4.4 - 4.8	Level 5	The Side Car	10 - 11	19	47 + 48
		Rats	10 - 11	20	49 + 50
4.8 - 5.2	Level 6	The Case of the Broken Window	11 - 12	21	51 + 52
		Mayday	11 - 12	22	53 + 54
5.2 - 5.6	Level 7	Dead Rat Live on Stage	12 - 13	23	55 + 56
		Stagehand	12 - 13	24	57 + 58
5.6 - 6.0	Level 8	Old Finchley	13 - 15	25	59 + 60
		Jungle Brothers	13 - 15	26	61 + 62

\*This scale is based on the average frequency of nouns in the reading material being rated. Each noun is classified on a 9-point scale, and the mean rating calculated to estimate the level of difficulty.  
See W.B. Elley and A.C. Croft, *Assessing the Difficulty of Reading Materials : The Noun Frequency Method*, Wellington, NZCER, 1989

\*\* See Progress Achievement Test Reading Manual page 21

# INTRODUCTION TO THIS RESOURCE

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## PURPOSE

Many teachers will be familiar with running records as a valuable diagnosis reading tool. Information gained about reading strategies enable teachers to identify the student's needs for reading instruction. An Informal Prose Inventory is a collection of graded texts for this purpose. This resource provides a systematic approach to

- diagnosing and monitoring decoding skills
- monitoring retelling and comprehension skills - literal and inferential
- tracking reading achievement over time as students demonstrate mastery of the graded passages in three areas - accuracy (decoding), retelling, and comprehension

## DESCRIPTION

Each IPI has nine levels of increasing difficulty (Reading Ages from 6–15 years), with two selections at each level.

**Informal Prose Inventory 1** — Narrative text

**Informal Prose Inventory 2** — Narrative text

**Informal Prose Inventory 3** — Non Fiction text

The levels and the Noun Frequency Readability Scale are the same as those used in the Progressive Achievement Test (PAT) : Reading Comprehension, NZCER.

The passages have been carefully selected to fit the above levels using the Noun Frequency Method, and have been trialled extensively in classrooms. While attempts have been made to provide gender and cultural balance in selecting the stories, choosing stories that were intrinsically interesting to children was also an important consideration.

Many of these stories have been published in the New Zealand School Journals. ***Please note that the reading age assigned to each passage has been calculated for that passage specifically and may not always be the same as that assigned to the whole story as published in the School Journals.***

All selections in IPI 1 are narrative and therefore focus on the reading skills specific to that genre.

These tests measure ACCURACY, RETELLING, AND COMPREHENSION. This approach recognises that a high level of reading accuracy does not necessarily correlate with a corresponding depth of understanding. If a student can meet the criteria for all three of these reading skills, then they have mastered this level and can move on to the next. Scoring less than the pass mark in 1 or 2 of these skills suggests that there is more work to be done at this level.

If Accuracy falls below 94%, then decoding weaknesses will be significantly interfering with comprehension and a lower level should be attempted.

It is important to note that inconsistencies in scores may arise depending on the individual student's response to the underlying concepts in the story, their prior knowledge, and personal experience.

# ADMINISTRATION OF THE TESTS

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## ACCURACY

The focus here is on decoding, the student's ability to use the available cues (MVS) to recognise the words in the passage. The material should be unseen to best assess this ability.

1. Help the student feel comfortable and relaxed. Explain the task.
2. Get the student to read the story out loud from the student's script provided.
3. Record the student's reading behaviour on the recording sheet, side 1.
4. A pass for this section is 97%. A score of less than 94% will generally indicate that this passage is too difficult and you may choose to stop here and try a lower level.
5. The columns on the right hand side of the recording sheet allow for a much deeper analysis of reading strategies used by the reader.

MVS refers to the 3 main reading cues used in decoding text.

M = meaning (semantics) "Does the student read for meaning?"

V = visual (grapho-phonetic) "Does the student use visual cues from the letters and shape of words?"

S = structure (syntax) "Is what the student read grammatically correct?"

(See pages 4 and 5 for procedures on recording and analysing miscues)

## RETELLING

This gives information on how well the student has understood the story structure and can remember the detail of the story. With narrative text there is a storyline that provides a sequence for the reader to hook onto. Does the student use this schema?

1. Give the student the opportunity to reread the passage silently before attempting retelling. The first reading focussed on decoding. The second reading gives them the opportunity to check meaning and prepare themselves for retelling.
2. Ask student to retell the passage. Suggest that they start at the beginning and try to include any events and details they can remember.
3. Using Section A, side 2 of the recording sheet, tick the boxes of the events or details as they are retold. Numbering the responses gives you additional information about the student's ability to maintain the story sequence. Retelling does not have to be word for word. You are looking for understanding of concepts, ideas, and detail. Score half if some events or details are not quite correct or omitted.
4. A pass for this section is 50%.

## COMPREHENSION

The use of question prompts allows the tester to determine the level of understanding of the events that took place in the story, but were not mentioned in the retelling.

1. When the student has finished RETELLING, tick the boxes in Section B that have already been covered satisfactorily in Section A.
2. Use the questions provided to check comprehension of events and details not retold.
3. Ask the inferential questions to test students ability to "read between the lines". A possible answer is given, but students may be able to justify others from the text.
4. A pass for this section is 75%.

# RECORDING MISCUES

## Marking the prose passage

While the student reads the passage out loud, the person administering the test records any deviations that are made from the text.

## Suggested conventions for recording

1. **Substitution** Write the substitution above the text. e.g. *seem* substitution  
same text
2. **Omission** Put a dash above the omitted word e.g. he went for some lunch  
(or No Response)
3. **Insertion** Indicate where the insertion occurs using a caret mark. e.g. *and*  
run ^ jump and hop  
Write the insertion above the caret mark

If these miscues are uncorrected by the student, then they are included in the miscue analysis to calculate the accuracy rate.

$$\begin{aligned}\text{Accuracy rate (\%)} &= \frac{\text{nos of words in the passage} - \text{nos of uncorrected miscues}}{\text{nos of words in the passage}} \times 100 \\ &= \frac{218 - 9}{218} \times 100 = 96\%\end{aligned}$$

Record all other reading behaviours as this will give you additional information about the strategies the student is using. These are not counted as miscues and are **NOT** part of the accuracy calculation.

1. **Repetition** Mark above the word with **R** for repetition of a word.  
Mark with an arrow to show a phrase, or a number of words have been reread.  
This indicates they are monitoring their reading and are rereading to check their initial reading (a good sign).
2. **Pause** Mark with //
3. **Self Corrections** Write SC e.g. next SC substitution then self corrected  
night text  
Here the student miscues but then corrects the miscue without being prompted.  
Once again, this is a positive sign because it indicates that monitoring for meaning and syntax is taking place.  
Self corrections are analysed separately from uncorrected miscues.

# ANALYSING MISCUES

Miscue Analysis originated from research done by Dr. K. S. Goodman. For research purposes the classification of a readers' miscues requires a taxonomy of 48 categories. For practical use in the classroom, only the three major categories are used for the day to day observation of children's reading behaviour.

## Miscue or Mistake?

The two words describe the same thing - any difference between what a child says, and the words on the page. However, mistake means "random error" and may have the connotation of being wrong - a condemnation. The use of the term "miscue" is an attempt to escape the value judgment, but more important, suggests that the difference between what the child says and what is on the printed page are not random errors but are "cued" by the thought and language of the reader as he attempts to follow what the author is saying.

Miscues may range from an unimportant change of a word that does not interfere with meaning, to a total breakdown in understanding demonstrated by the readers' miscues bearing little relationship to the original text.

By recording and then analysing miscues, the teacher can begin to see what is happening to cause the differences between the student's oral response and the text on the page. By classifying and interpreting the miscues the teacher is able to bring a great deal of confidence to the direction of his / her teaching.

## Recording uncorrected Miscues

Number each uncorrected miscue, then go to the table on the right hand side of the recording sheet. For each miscue, circle the strategies that **HAVE BEEN USED** while making the miscue.

**M = Meaning.** Did the miscue retain the meaning intended by the author?

If "Yes" then circle M. The reader used the meaning or semantics cues.

If "No" then don't circle the M

**S = Syntax - language structure.** Did the miscue retain grammatical correctness?

Does the language pattern used sound right?

If "Yes" then circle S. if "No" then don't.

Consider the language pattern only, not whether it retains the intended meaning.

**V = Grapho-phonics - visual.** Does the miscue show that the student has used visual cues?

If the miscue is at least 50% visually correct then circle V

night That evening the boy went for a walk	M V S	Meaning and syntax have been retained. No visual correlation.
brush I'm wearing shorts and a bush shirt	M V S	Visually more than 50%. Syntactically OK but the meaning has changed
cong-coc-tong Nobody tries out concoctions on themselves	M V S	Relying on visual cues. Nonsense word means meaning and syntax not being used
a Not only was it bright purple ...	M V S	Meaning and syntax retained. Neglected cue was visual
concentrate No blade of grass grew in all it's concrete playground.	M V S	Only visual cues used. Meaning lost. Syntactically it doesn't work.

By working out % scores you will get an indication of which cues the student is relying on.

*E.g. Meaning = 85% Visual = 30% Syntax = 75%*

*Student is using context and language structure well but needs work on visual skills*

### Sample Recording sheets :

This example illustrates the recording conventions outlined on page 5 and the miscue analysis outlined on page 6.

Name : <b>John Smith</b>		Date : <b>22-4-2001</b>	Age : <b>9yrs 4mths</b>
Title : <b>Rats</b>		Running words : <b>248</b>	Reading Age : <b>10-11</b>

<p>We had rats in our attic. They scampered over the rafters, making  1. noses 2. gawed  little scratching noises. They gnawed at things, making little  3. scrapped  scraping noises. And they leapt about, making scuttling, thumping noises.  4. <u>      </u>  I didn't mind the rats, but mum hated them.</p> <p>"Derek you must do something about those rats," she said to Dad.  5. sh--shudder  "You really must." "I will, dear, I will," Dad said. He shuddered a  6. the  little, and continued reading his paper and eating his toast. Mum  7. signed taps/SC  sighed. She knew Dad. "Get some traps Mum," I said. "I'll set  them in the attic for you." I thought of creeping across the attic,  8. touch  a torch in one hand and a trap in the other. It would be scary.</p> <p>But it would be fun. Mum shook her head. "I'm not having any of  you kids up there until they're gone," she said. "What if one bit  9. bit  you?" "They wouldn't bite me," I said. "No!" Mum's finger waved  say / SC  my way. "You stay down from there!" And tell Jeff and Sarah to  stay down too. Understand?" I sighed. "Yes Mum," I said. We  10. con-constrated  were all silent. Dad frowned and concentrated on his paper. There  was a patter-patter across the attic, right above us.  11. cron-crontrrol  "That does it!" said Mum. "I'm calling a pest controller."</p> <p>And she went to the phone. Early in the evening, a strange man  arrived at the door. He had wild black hair and bushy beard. His  eyes bulged, and two of his teeth were missing.</p>	<p><i>Analysis of uncorrected reading miscues</i>  Circle cues used during miscue</p> <table border="1"> <tr><td>1.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>2.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>3.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>4.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>5.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>6.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>7.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>8.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>9.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>10.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>11.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>12.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>13.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>14.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>15.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>16.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>17.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>18.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>19.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>20.</td><td>M</td><td>V</td><td>S</td></tr> </table>		1.	M	V	S	2.	M	V	S	3.	M	V	S	4.	M	V	S	5.	M	V	S	6.	M	V	S	7.	M	V	S	8.	M	V	S	9.	M	V	S	10.	M	V	S	11.	M	V	S	12.	M	V	S	13.	M	V	S	14.	M	V	S	15.	M	V	S	16.	M	V	S	17.	M	V	S	18.	M	V	S	19.	M	V	S	20.	M	V	S
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Accuracy Pass 97%	<b>95.2%</b>	<p><b>Comments about reading behaviour :</b> Self Correction Rate 1 : 6  Use of cues : Meaning = 5 / 12 (42%) Visual = 10 / 12 (83%) Syntax = 8 / 12 (75%)</p> <p>Relying heavily on visual cues to decode unfamiliar words - poor recognition of word endings. Some awareness of text not making sense (S/C rate). Needs to be encouraged to monitor own reading - Does that make sense? Does that sound right?</p> <p>Retelling superficial with poor sequence. Practise with small chunks of text. Develop inferential comprehension in with small group discussion.</p> <p>Recommended Instructional Reading Age : <b>10 - 11</b></p>
Retelling Pass 50%	<b>44%</b>	
Comprehension Pass 75%	<b>80%</b>	

### Retelling the Story : Section A

This gives information about student's understanding of story structure and their ability to remember story details in sequence.

### Comprehension Check : Section B

The questions allow the tester to determine the level of understanding of the events that took place in the story with the aid of prompts.

LITERAL COMPREHENSION : "Rats"		Level 5
Section A : Retell		Section B : Questions to check Comprehension
After initial reading by student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.		After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of event or details that the student has not retold in Section A.
1. There were rats in the attic <input checked="" type="checkbox"/>	1	1. What was the problem at the beginning of the story? <input checked="" type="checkbox"/>
2. They made all sorts of noises <input type="checkbox"/>		2. How could they tell there were rats? <input checked="" type="checkbox"/>
3. The boy in the story didn't mind <input type="checkbox"/>		3. Was the storyteller worried about having rats in the attic? <input checked="" type="checkbox"/>
4. His Mum hated them <input checked="" type="checkbox"/>	6	4. What did the storyteller's mum think about having rats in the attic? <input checked="" type="checkbox"/>
5. His Mum asked Dad to do something about the rats <input checked="" type="checkbox"/>	5	5. What was the first thing she did about the rats? <input checked="" type="checkbox"/>
6. Dad said he would <input type="checkbox"/>		6. What was Dad's response? <input checked="" type="checkbox"/>
7. But he kept on reading his paper and eating his toast <input type="checkbox"/>		7. What did Dad actually do? <input type="checkbox"/>
8. The boy wanted his mother to get some traps <input checked="" type="checkbox"/>	2	8. What did the storyteller suggest his mother should do? <input checked="" type="checkbox"/>
9. He was going to set them up in the attic <input checked="" type="checkbox"/>	3	9. What was the storyteller going to do with the traps? <input checked="" type="checkbox"/>
10. He thought it would be scary but fun <input type="checkbox"/>		10. How did the storyteller feel about setting the traps? <input checked="" type="checkbox"/>
11. Mum didn't want any of the kids going into the attic <input checked="" type="checkbox"/>	4	11. How did the storyteller's mother feel about his plan? <input checked="" type="checkbox"/>
12. She was worried that they might get bitten by the rats <input type="checkbox"/>		12. What was the storyteller's mum worried about? <input checked="" type="checkbox"/>
13. The family heard the rats again <input type="checkbox"/>		13. What happened next that forced Mum into action? <input type="checkbox"/>
14. Mum had had enough <input checked="" type="checkbox"/>	7	14. Why did she decide to do something? <input checked="" type="checkbox"/>
15. Mum rang up a pest controller <input type="checkbox"/>		15. What did Mum do about the situation? <input checked="" type="checkbox"/>
16. That evening a strange man came to the door <input checked="" type="checkbox"/>	8	16. What happened that evening? <input checked="" type="checkbox"/>
17. He had wild black hair and a bushy beard <input type="checkbox"/>		17. Describe the man who came to their door? <input checked="" type="checkbox"/>
18. His eyes bulged and 2 of his teeth were missing <input type="checkbox"/>		18. What else can you remember about the man? <input checked="" type="checkbox"/>
<b>RETELL TOTAL</b> <b>( PASS 50% = 9 )</b>		<b>INFERENTIAL COMPREHENSION</b> 19. Why did Mum call the pest controller <i>She was frustrated with Dad. Didn't think he would do anything.</i> <input type="checkbox"/>
		20. Why didn't Dad do something about the rats? <i>He shuddered at the thought. He didn't like rats.</i> <input type="checkbox"/>
		<b>COMPREHENSION</b> <b>TOTAL (PASS 75% = 15 )</b>
		<b>16/20 = 80%</b>

# Snow Day

by Hilton Ayrey

When Sarah woke up something was different. There was a funny light coming in through her bedroom window. Her room was very cold. She got out of bed and looked out the window. Everything was covered in white. Snow was falling. It didn't snow very often. There would be no school today.

Sarah rushed outside. She didn't notice the cold on her feet. She ran around and around in circles. Bessie her dog joined in the fun. She barked and jumped, trying to lick Sarah's face.

"Sarah! What are you doing?" It was her mother. She was laughing.

"Come inside. I will find something warm for you to wear." Sarah sat in front of the fire warming her toes and planning how she was going to make the biggest snowman ever.

Level 0

# The Big Game

by Hilton Ayrey

It was Saturday and today was the big game. Brian wasn't feeling well. His head hurt and his throat was sore. He wasn't hungry but he knew he had to eat his breakfast or his mother would know something was wrong. She always made him go back to bed when he wasn't feeling well.

Down at the park his team was getting ready. Brian joined in. He didn't feel like running around but he did his best for the team.

There were five minutes to go and no one had scored a goal. His head was spinning. His legs were very tired. Peter passed the ball to him in front of the goal. Somehow he got his foot in the way and the ball went into the goal. They had won.

Level 0

# A Clown Called Smiler

by Ruth Dallas

On Rona's birthday, the postman brought her a parcel. It was from Rona's Nana. When Rona opened the parcel, she found a doll that was dressed like a clown. He wore red pants and a blue coat. He had a big smile on his face.

Rona called the clown "Smiler". She took him with her everywhere she went.

One day, Rona took him with her to the swings and seesaws. She gave him a ride. Then she put him down while she had her turn on the slide. After she had played on the slide, she went home with some other kids.

When she was going to bed that night, she looked for Smiler. She always made him sit on a chair by her bed, so that she could see him when she woke in the morning. Where was Smiler?

Level One

# **The Wet Teddy Bear**

**by Ruth Dallas**

Did you hear what happened to the blue teddy bear when he was left outside all night? He lost his voice. The children found him out in the rain. They squeezed him, but not a sound came out of him. Then they had to go to school and leave him.

Mrs Bear didn't know what to do. She decided to take Teddy to Doctor Koala Bear, who sat in the corner of the play room.

Doctor Koala Bear was so old that he was bald. He wore dark glasses on his nose and a red ribbon round his neck.

Mrs Bear said, "The children left my little boy out in the rain last night. He got soaking wet. Now he has lost his voice."

Doctor Koala said to Teddy, "Say AA-H."

The little bear opened his mouth wide but no sound came.

Level One

# Baby Tom

by Irene Adcock

"We're going to the supermarket," said Mum. "I want to buy a cake for tea."

We took the baby to the supermarket. Mum put him in a trolley. "You look after Tom," she said. "I'll find the cake and some other things."

Tom liked being in a trolley. "Goo!" he called, and waved to the supermarket man. The man was too busy sweeping the floor to wave back.

Then I saw my friend Sharon. "Hello Sharon," I said. I left the trolley and went to talk to her.

There was a big noise. Baby Tom had thrown a tin of jam on the floor. The man looked angry.

"Push Tom away from those tins," said Sharon. I pushed him to the other side. Then I bent down to pick up the tin of jam that Tom had thrown.

There was a loud noise. Tom had pulled out a packet of cornflakes, and all the rest had fallen onto the floor.

The man came running, and Sharon went away. I began to pick up packets of cornflakes.

"Get that baby out of here!" said the man.

Level Two

# The Climber

by Marie Gibson

Lucy liked climbing. When she was two, she climbed up the shelves in the kitchen cupboard. She was after the jar of lollies at the top.

When she was three, she climbed the pine tree to see if the blackbird had laid any eggs yet.

When she was four, she climbed onto the roof and looked down the chimney. It was Christmas time, and she wanted to know if Santa had come yet.

The day Lucy turned five, she started school. She liked the look of the school roof. It was much higher than her own roof at home. There was a trellis for the roses that reached right up to it.

One day, Lucy climbed the trellis and hauled herself up onto the roof. She'd never been so high before! She could even see the traffic on the main road.

Suddenly she heard children shouting in the playground.

"Lucy's on the roof!" they shouted.

Her teacher came out. He looked worried.

"Sit down! Keep still Lucy!" he called to her.

Lucy sat down and the teacher made off towards the office. After a few minutes, Lucy heard a siren in the distance.

Level Two

# The School Fair

by Sonny Mulheron

Danny and Michael had to bring something for the school fair. Anything – sweets, plants from the garden, maybe a pair of shoes that were too small, some books, or a cake.

They asked their mother to bake a cake for the fair, but she hated baking and said no.

Michael said, “Can I look in the plastic bag where you put all the things you don’t want any more?”

His mother said yes.

Michael found a red scarf, a green and white tablecloth, and some material with a black pattern all over it.

“That’ll do me,” he thought.

He showed his mother and she said it was all right to take them to school for the fair. So Michael did.

But Danny didn’t have anything to take. The next day he came home from school with a cardboard pattern for a big floppy clown.

“Will you make one for me?” he asked. “I’ll help.”

“All right,” said his mother.

They found an old pink silky dress, an old white pillowcase, some brown wool, and Dad’s old blue jeans. They put the pattern on the pillow case and cut out the shape of the clown – his arms, long legs, head, and body. Mum sewed him together. Then Danny stuffed his body and head with old pantyhose and socks.

Level Three

# The Big Wave

by Kay Mooney

“A big wave is expected to hit the coast of New Zealand later today.”

That’s what I heard when Gran switched on the radio at breakfast time. An earthquake in South America had started it off, and now it was coming right across the Pacific Ocean.

Gran was delighted. She loved disasters.

“I remember when I was a girl, there was a wave like this,” she told me. “It smashed the bridge over the harbour.”

After breakfast, Gran took me into town. Everybody was talking about the big wave. The shop people were all busy putting the goods on the bottom shelves up to the top shelves.

At the fruit shop, Gran asked Mr Chan if he thought there was any danger.

“Go home lady just to be safe, and take the lovely child with you,” he said in his polite way.

Out in the street, everyone seemed to be hurrying in the same direction. They were not going home. Gran kept asking people where they were hurrying off to.

“Up the hill, to get a good place to see the wave,” one woman said.

“Good idea,” said Gran. She took me by the hand.

“Come with me.”

Level Three

# Jam Sandwiches

by John Smith

During my childhood, we owned a farm. It wasn't much of a farm – fifty hectares of hills, covered with gorse and blackberry. But the farm backed on to bigger, bush-covered hills. To us kids, it was paradise. We liked nothing better than to get out for a day in the bush.

One fine Saturday, my friend Harry came over with his younger brother, Jimmy. We were going exploring in the bush. Mum made us some jam sandwiches for lunch, and I put them in a sugar bag. I took some twine and tied it around the sugar bag, so I could sling it over my shoulders like a pack.

By lunchtime, we had crossed a couple of ridges and got down into the creek bed. Just as we were about to eat our lunch, Harry said, "I smell goats." I didn't take much notice, because Harry was always saying things like that, pretending he knew a lot more than me about the bush.

But then Jimmy said, "Up there, on top of the bank!" There, looking at us, was the biggest, fiercest, smelliest billy goat I had ever seen in my life. His horns curved back over his head and ended in sharp tips; his beard seemed to go to his chest.

At first, we wanted to run away, but we couldn't run with Jimmy – he was too small and would keep falling over. So we sat there and looked at the goat, who looked back at us. Nobody moved.

Level Four

# Tama's Birthday Watch

by Alan Bagnall

Last year, my little brother Tama got a watch for his birthday. Mum and Dad gave it to him – a Japanese watch with a black nylon strap and a big shiny silver face. It was the sort you could wear underwater.

Tama wore it all the time when we went to stay with Nana for the Christmas holidays. We had heaps of fun at Nana's. A TV crew was making a film about the day when a famous missionary landed, and there was this old-time sailing ship anchored in the bay.

They had built a Maori village, and three big canoes lay on the beach. Tama and I played around the set every day, watching them make the film. Nana and all her neighbours were in it.

One day, the director asked Nana if we could be "extras" too. Just olden-day kids, splashing about in the water as the famous missionary landed.

"But no togs!" the director demanded. "This film has got to look like a real day in 1820."

That upset Nana. (Nana wore a feather cloak for her part.)

It didn't worry us.

"We'll stay in the water up to our middles, Nana."

We made Nana give in.

After a whole morning of learning what we had to do, the final shooting began.

Level Four

# The Sidecar and the Spuds

by Denis Parsonson

Mr Reid our neighbour, had a powerful Harley Davidson motorbike. It was a lion of a machine! My mother caught me playing on it once and said I was never to do so again. But I sometimes slipped through the sliding door of Mr Reid's garage, sat astride the big machine and imagined myself speeding along at 150 kilometres an hour.

One such time I heard footsteps coming. Panic! The motorbike had a side-car attached. Quickly I slipped into it, pulled the cover over and crouched down. The corner was lifted and a sack was flung in. Then the cover was fastened down and the engine started.

Off we went. It was dark and the noise was deafening. Going round corners threw me from side to side. I thought we were going to tip over. There were loud echoing noises as we crossed bridges and the noise of other vehicles boomed in as we passed them. Then we were bumping furiously along some rough road.

This was nothing like the motorbike ride I had imagined. I was not enjoying the experience at all. If only Mr Reid would stop. I would willingly face him and confess that I'd been playing with his Harley Davidson.

On and on we sped – around corners, over bridges, along rough roads. I thought I would suffocate if it lasted much longer. Then we were slowing down. We stopped and I heard a gate open.

Level Five

# Rats

by John O'Brien

We had rats in our attic. They scampered over the rafters, making little scratching noises. They gnawed at things, making little scraping noises. And they leapt about, making scuttling, thumping noises.

I didn't mind the rats, but mum hated them.

"Derek you must do something about those rats," she said to Dad.  
"You really must."

"I will, dear, I will," Dad said. He shuddered a little, and continued reading his paper and eating his toast. Mum sighed. She knew Dad.

"Get some traps Mum," I said. "I'll set them in the attic for you."  
I thought of creeping across the attic, a torch in one hand and a trap in the other. It would be scary. But it would be fun.

Mum shook her head. "I'm not having any of you kids up there until they're gone," she said. "What if one bit you?"

"They wouldn't bite me," I said.

"No!" Mum's finger waved my way. "You stay down from there! And tell Jeff and Sarah to stay down too. Understand?"

I sighed. "Yes Mum," I said.

We were all silent. Dad frowned and concentrated on his paper. There was a patter-patter across the attic, right above us.  
"That does it!" said Mum. "I'm calling a pest controller." And she went to the phone.

Early in the evening, a strange man arrived at the door. He had wild black hair and bushy beard. His eyes bulged, and two of his teeth were missing.

Level Five

# **The Case of the Broken Window**

**by Margaret Schroder**

Inspector Edwards, chief crime-solver with Central Police, had been hastily called to a house in the suburbs. Normally, he would never be called to anything less than a murder. But this was different. The house he had been called to was his own!

Mrs Edwards met him at the door.

"I'm sorry to interrupt you in the middle of your work day John, but this is an emergency."

"Not a problem," said Inspector Edwards. "Things were quiet at Central, anyway. Now, tell me what's happened."

"Come with me," said Mrs Edwards. "I'll show you."

She led the way into the lounge and without another word pointed to the ranch-slider door that opened onto the sundeck. Sharp-edged pieces of broken glass framed a huge hole in the middle of the door. Shattered fragments littered the deck and carpet.

"Hmm," murmured the inspector thoughtfully. "Who did it?"

"That's the problem," answered Mrs Edwards. "I suspected the children, but they all say it's not them, and they each have an alibi. I don't know how it happened."

Inspector Edwards reached into his jacket pocket for his notebook and pen. "Tell me what you know," he said.

Mrs Edwards sat down in a comfortable chair and began her story. "It was just after half past three. I'd almost finished the vacuum cleaning when the power suddenly went off, so I phoned Martin next door to ask if he had power. He said he'd phoned the electricity company and they'd told him the power would be off for half an hour while the wires were checked. Then he asked me over for a cup of tea – he's got a gas stove.

"I was sitting down at Martin's kitchen table when I heard the crash. I came running back to find this. Do you think someone tried to break in?"

Level Six

# Mayday

by Christine Ashton

Ben waited until he was sure Mum and Nick were asleep. Then he bundled up his sleeping bag and crept downstairs. It was hard to move quietly through a strange place in the dark. He stubbed his toe on the edge of the hearth and gasped. The front door squeaked when he opened it, and he froze, listening carefully in case he had woken anyone.

Outside, he switched on his torch and made his way down the long drive to where the boat was parked at the back of the section. They'd had a great weekend sailing *Kestrel* on the lake, but now she was on her trailer behind their friend's house.

With the rigging wires looping everywhere, climbing aboard was awkward. The boom now occupied the berth Ben had slept in. He found another and unrolled his sleeping bag onto it.

Although he missed the sound of water lapping against the hull, it felt good to be on board *Kestrel* again. He wriggled into the sleeping bag, closed his eyes, and drifted into sleep.

It was still dark when Ben was woken by the movement of the boat. Outside, an engine rumbled softly. Footsteps crunched on the gravel. An unfamiliar voice hissed, "Hurry up! Get that thing on."

Suddenly the trailer, with Ben and the boat on it, was moving. As it turned out of the drive, Ben peeked out and saw that it was being towed by a ute. Someone was stealing the *Kestrel*.

Level Six

# Dead Rat Live on Stage

by Donna Giltrap

The surgery appeared to have been a success. Barbie's new cyberleg was attached and fully functional. Lucy looked at it proudly. Creating a leg to replace the one her twin brother Mark had bitten off during one of his turns had taken her several weeks.

In the room next door, a loud thumping noise started as Dead Rat finished their pizza break. Mark and a bunch of his friends who thought they could play the guitar were rehearsing. Lucy rolled her eyes heavenwards as Mark began to howl the lyrics to the group's latest composition. Was he really singing, "I gave you my heart and you fed it to a dog"? It was time she offered the group her writing skills.

"Hi Luce," Mark greeted her when she poked her head around the door. "You won't believe this, but we've got a real gig to play at."

"It's true," said Sjam, Dead Rat's drummer. "We're going to play at the school dance."

"Isn't your mother on the organising committee?" asked Lucy suspiciously.

"Yeah," admitted Sjam. "But that's got nothing to do with it."

"Hey, Luce, you're still going to the dance, aren't you?" asked Mark.

"Do they hand out free earplugs?" enquired Lucy. "Get real, Mark. Of course I'm not going to the dance if Dead Rat's playing."

Mark handed the mike to Sjam and hustled Lucy out the door. "You have to come," he hissed when they were standing in the hallway.

"I need you. The dance is on the twenty-first!"

Lucy's jaw dropped. "The twenty-first! You can't go to the dance that night, Mark, not with your condition. The twenty-first is a full moon! If you turn into a wolf in the middle of the school hall, you'll get expelled! What would Mum and Dad say?"

Level Seven

# Stagehand

by John Lockyer

Our school, as its major event of the year, produced the musical, *The Wizard of Oz*. A cast of one hundred, a live orchestra, real props, costuming and make-up.

I was keen to be involved, and auditioned for every part: Dorothy, Wizard, Tin Man, Lion, Scarecrow, Munchkin, Jitterbug, and Soldier – everything.

Then the audition results were announced. I hadn't a major role. I hadn't a minor role. Not even a Munchkin. All I heard was, "Stacey Hedgeman – stagehand."

"Stagehand!" I thought, skulking out of the hall teary eyed. "How boring. I'm not doing that job."

Rehearsals began. I would sit and listen outside the hall as the principal actors stumbled through their parts. I had a copy of the script and would read along with them. After three weeks, I knew the principals' parts better than they did. They may have used more expression, or sung the songs more sweetly, but they didn't know their speaking parts as well as I did.

A few days later, Ms Shearn, the producer, approached me in the playground.

"I overheard you reciting the script the other day, Stacey. I thought you were very good."

I looked at the ground and blushed.

"You know Stacey," she continued. "That stagehand's job is still open if you want it. Someone with your knowledge of the play would be really valuable. Think about it. We start full rehearsals next week. If you're interested, come along."

I saw her shadow move off, and I rolled a pebble with my toe.

Level Seven

# Old Finchley

by Laurie Mantell

I sometimes wonder if old Finchley has the right temperament to be a research scientist. He keeps asking when he'll be coming back. After all, it was his own fault. Nobody - but nobody - tries out concoctions on themselves any more. But Finchley, well, he must've pumped about a thousand cc's into himself before I noticed he was shrinking. Visibly.

It was funny watching him, because his clothes didn't shrink. They simply bunched up around him so that he looked like a small boy in his father's clothes. Except he kept getting smaller and smaller.

As Dawson and I watched him, he dwindled down to nothing. All we could see were Finchley's clothes on the floor. They looked so odd, because the lab coat was on top, shirt and trousers inside and, I suppose, underclothes inside again. It gave me an eerie feeling, and I think Dawson was a bit shaken, too.

Dawson was sitting at his bench in front of a microscope he'd been using to examine a culture smear of *Trypanasoma gambiense*. He sort of absently looked through the 'scope again and nearly passed out when he found old Finchley waving back from the other end.

Seems Finchley had hitched a ride on a dust mote and landed on the *Trypanasoma* culture. Of course, we didn't know that then. We didn't know till Finchley told us later. But anyhow, as I said, Dawson nearly passed out. He jumped off his stool and pointed at the microscope, too shocked to speak.

So I had a look myself – and there was old Finchley dancing up and down like a banshee.

I've always thought Finchley was skinny with his clothes on, but without his clothes – whew! He was scrawny; skin and bone and, dancing around like that, well he looked peculiar.

Level Eight

# Jungle Brothers

by Kenneth Gilbert

Cappy, Dirk Fallon's little Capuchin monkey, sat in the strange forest gazing mournfully at his motionless master.

Exhausted by tropical fever, Dirk, a broad-shouldered young gold hunter, lay beside an animal trail that twisted here and there under the thick canopy of the Guatemalan rain forest. When the first hot dizziness warned him that he had been stricken with the dreaded jungle malady, he knew a weakening moment of terror at the thought of dying alone in the wilderness. Then he grew delirious, and finally he fell into the coma of crisis. Eventually, he would awaken clearheaded and free from fever, or he would slip into eternal slumber, reaching adventure's end there in the jungle – alone.

And yet he was not alone, for Cappy sat on guard. He crouched beside Dirk, bewildered by the strange unresponsiveness of the big, kind man-god, and fearful of the unseen menace that seemed to lurk everywhere in the dense bush.

This was the land of Cappy's ancestors, but the little grey monkey was seeing it for the first time. Before this, Dirk Fallon had done his exploring in more temperate regions, but stories of the gold to be found along the Guatemalan rivers had lured him to the tropics, and he had brought Cappy for company.

Now Cappy crouched miserably beside Dirk, well aware that something terrible had happened to his master. He knew too that darkness was creeping over the rain forest, and that the jungle life was awakening.

Instinctively he feared the night prowlers, most of them dangerous to little monkeys who foolishly stayed on the ground instead of taking to the trees. Yet he would not leave the man he adored, even though remaining might mean swift death.

Level Eight

Name :		Date :		Age :					
Title : Snow Day		Running words : 131		Reading Age : 6 - 7      Level 0					
<p>When Sarah woke up something was different. There was a funny light coming in through her bedroom window. Her room was very cold. She got out of bed and looked out the window. Everything was covered in white. Snow was falling. It didn't snow very often. There would be no school today.</p> <p>Sarah rushed outside. She didn't notice the cold on her feet. She ran around and around in circles. Bessie her dog joined in the fun. She barked and jumped, trying to lick Sarah's face. "Sarah! What are you doing?" It was her mother. She was laughing.</p> <p>"Come inside. I will find something warm for you to wear."</p> <p>Sarah sat in front of the fire warming her toes and planning how she was going to make the biggest snowman ever.</p>				<i>Analysis of uncorrected reading miscues</i> <small>Circle cues used during miscue</small>					
				97%	Instructional Level	1.	M	V	S
				2.	M	V	S		
				3.	M	V	S		
				4.	M	V	S		
				5.	M	V	S		
				6.	M	V	S		
				7.	M	V	S		
				8.	M	V	S		
				9.	M	V	S		
				10.	M	V	S		
				11.	M	V	S		
				12.	M	V	S		
				13.	M	V	S		
				14.	M	V	S		
				15.	M	V	S		
				16.	M	V	S		
				17.	M	V	S		
				18.	M	V	S		
				19.	M	V	S		
				20.	M	V	S		
				<i>Analysis of self corrections</i> <small>Circle cues used during miscue      self correction</small>					
1.	M	V	S	M	V	S			
2.	M	V	S	M	V	S			
3.	M	V	S	M	V	S			
4.	M	V	S	M	V	S			
5.	M	V	S	M	V	S			
6.	M	V	S	M	V	S			
7.	M	V	S	M	V	S			
8.	M	V	S	M	V	S			
9.	M	V	S	M	V	S			
10.	M	V	S	M	V	S			

Accuracy Pass 97%		Comments about reading behaviour :
Retelling Pass 50%		
Comprehension Pass 75%		
		Recommended Instructional Reading Age :

LITERAL COMPREHENSION : "Snow Day"		Level 0
Section A : Retell	Section B : Questions to check Comprehension	
<p>After initial reading by student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.</p>		<p>After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of event or details that the student has not retold in Section A.</p>
1. When Sarah woke up something was different <input type="checkbox"/>	1. What was the first thing Sarah noticed when she woke up ? <input type="checkbox"/>	
2. There was a funny light coming in her bedroom window <input type="checkbox"/>	2. What was coming in her bedroom window? <input type="checkbox"/>	
3. Her room was very cold <input type="checkbox"/>	3. What was it like in her room ? (What was the temperature) <input type="checkbox"/>	
4. She got out of bed and looked out the window <input type="checkbox"/>	4. What was the first thing Sarah did ? <input type="checkbox"/>	
5. Everything was covered in white <input type="checkbox"/>	5. What did she see when she looked out the window ? <input type="checkbox"/>	
6. Snow was falling <input type="checkbox"/>	6. What was happening outside ? <input type="checkbox"/>	
7. It didn't snow very often <input type="checkbox"/>	7. What does the story tell you about snow falling where Sarah lived ? <input type="checkbox"/>	
8. There would be no school today <input type="checkbox"/>	8. What would happen that day because it was snowing ? <input type="checkbox"/>	
9. Sarah rushed outside <input type="checkbox"/>	9. What did Sarah do after she looked out the window? <input type="checkbox"/>	
10. She didn't notice the cold on her feet <input type="checkbox"/>	10. What didn't she notice once she was outside in the snow ? <input type="checkbox"/>	
11. She ran around and around in circles <input type="checkbox"/>	11. What did she do once she got outside ? <input type="checkbox"/>	
12. Bessie her dog joined in the fun <input type="checkbox"/>	12. Who joined in ? <input type="checkbox"/>	
13. She barked and jumped up trying to lick her face <input type="checkbox"/>	13. How did Bessie join in the fun? <input type="checkbox"/>	
14. "Sarah! What are you doing?" It was her mother <input type="checkbox"/>	14. Someone called out to Sarah. Who was it and what did they say? <input type="checkbox"/>	
15. She was laughing <input type="checkbox"/>	15. What did Sarah's mother think about what Sarah was doing ? <input type="checkbox"/>	
16. "Come inside. I will find something warm for you to wear." <input type="checkbox"/>	16. What did Sarah's mother tell her to do ? What was she going to get her ? <input type="checkbox"/>	
17. Sarah sat in front of the fire warming her toes <input type="checkbox"/>	17. What did Sarah do when she came inside ? <input type="checkbox"/>	
18. And planning how she was going to make the biggest snowman ever <input type="checkbox"/>	18. What was Sarah planning to do (when she was sitting in front of the fire) ? <input type="checkbox"/>	
<b>RETELL TOTAL</b> <b>( PASS 50% = 9 )</b> <input type="checkbox"/>		<b>INFERENTIAL COMPREHENSION</b>
		19. Why would the snow mean that school would be closed ? <i>It was too cold in the classrooms. Children couldn't get to school etc</i> <input type="checkbox"/>
		20. Why would Sarah not notice the cold on her feet? <i>She was too excited</i> <input type="checkbox"/>
		<b>COMPREHENSION</b> <b>TOTAL (PASS 75% = 15 )</b> <input type="checkbox"/>

Name :		Date :		Age :					
Title : The Big Game		Running words : 141		Reading Age : 6 - 7      Level 0					
<p>It was Saturday and today was the big game. Brian wasn't feeling well. His head hurt and his throat was sore. He wasn't hungry but he knew he had to eat his breakfast or his mother would know something was wrong. She always made him go back to bed when he wasn't feeling well.</p> <p>Down at the park his team was getting ready. Brian joined in. He didn't feel like running around but he did his best for the team. There were five minutes to go and no one had scored a goal. His head was spinning. His legs were very tired. Peter passed the ball to him in front of the goal. Somehow he got his foot in the way and the ball went into the goal. They had won.</p>				<i>Analysis of uncorrected reading miscues</i> <small>Circle cues used during miscue</small>					
				97%	Instructional Level	1.	M	V	S
				2.	M	V	S		
				3.	M	V	S		
				4.	M	V	S		
				5.	M	V	S		
				6.	M	V	S		
				7.	M	V	S		
				8.	M	V	S		
				9.	M	V	S		
				94%		10.	M	V	S
				11.	M	V	S		
				12.	M	V	S		
				13.	M	V	S		
				14.	M	V	S		
				15.	M	V	S		
				16.	M	V	S		
				17.	M	V	S		
				18.	M	V	S		
				19.	M	V	S		
				20.	M	V	S		
				<i>Analysis of self corrections</i> <small>Circle cues used during miscue      self correction</small>					
1.	M V S	M V S							
2.	M V S	M V S							
3.	M V S	M V S							
4.	M V S	M V S							
5.	M V S	M V S							
6.	M V S	M V S							
7.	M V S	M V S							
8.	M V S	M V S							
9.	M V S	M V S							
10.	M V S	M V S							
Accuracy Pass 97%		Comments about reading behaviour :          Recommended Instructional Reading Age :							
Retelling Pass 50%									
Comprehension Pass 75%									

LITERAL COMPREHENSION : "The Big Game"		Level 0
Section A : Retell	Section B : Questions to check Comprehension	
<p>After initial reading by student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.</p>		<p>After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of event or details that the student has not retold in Section A.</p>
1. It was Saturday <input type="checkbox"/>	1. What day was it ? <input type="checkbox"/>	
2. Today was the big game <input type="checkbox"/>	2. What was special about this day ? <input type="checkbox"/>	
3. Brian wasn't feeling well <input type="checkbox"/>	3. How was Brian feeling ? <input type="checkbox"/>	
4. His head hurt and his throat was sore <input type="checkbox"/>	4. How did Brian know he wasn't well ? <input type="checkbox"/>	
5. He wasn't hungry <input type="checkbox"/>	5. How did he feel about eating breakfast ? <input type="checkbox"/>	
6. He had to eat his breakfast <input type="checkbox"/>	6. What did he have to do about his breakfast ? <input type="checkbox"/>	
7. Or his mother would know there was something wrong <input type="checkbox"/>	7. What would happen if he didn't eat his breakfast ? <input type="checkbox"/>	
8. She always made him go back to bed when he wasn't feeling well <input type="checkbox"/>	8. What did his mother make him do if he wasn't feeling well ? <input type="checkbox"/>	
9. Down at the park his team was getting ready <input type="checkbox"/>	9. What was happening down at the park ? <input type="checkbox"/>	
10. Brian joined in <input type="checkbox"/>	10. What did Brian do when he arrived at the park ? <input type="checkbox"/>	
11. He didn't feel like running around but he did his best for the team <input type="checkbox"/>	11. How was Brian feeling about playing ? What did he do about that ? <input type="checkbox"/>	
12. There were 5 minutes to go <input type="checkbox"/>	12. How long was there to go in the match ? <input type="checkbox"/>	
13. No one had scored a goal <input type="checkbox"/>	13. With 5 minutes to go how many goals had been scored ? <input type="checkbox"/>	
14. His head was spinning and his legs were tired <input type="checkbox"/>	14. With 5 minutes to go how was Brian feeling ? <input type="checkbox"/>	
15. Peter passed the ball to him in front of the goal <input type="checkbox"/>	15. What did Peter do ? <input type="checkbox"/>	
16. Somehow he got his foot in the way <input type="checkbox"/>	16. What did Brian do when Peter passed him the ball ? <input type="checkbox"/>	
17. And the ball went into the goal <input type="checkbox"/>	17. Where did the ball go after it hit Brian's foot ? <input type="checkbox"/>	
18. They had won <input type="checkbox"/>	18. Who won the game ? <input type="checkbox"/>	
<b>RETELL TOTAL</b> <b>( PASS 50% = 9 )</b> <input type="checkbox"/>		<b>INFERENTIAL COMPREHENSION</b> 19. Why did Brian want to play the game ? <i>He didn't want to let his team down</i> <input type="checkbox"/>
		20. Why was Brian's head spinning and his legs were tired? <i>He wasn't feeling well</i> <input type="checkbox"/>
		<b>COMPREHENSION</b> <b>TOTAL (PASS 75% = 15 )</b> <input type="checkbox"/>

Name :		Date :		Age :	
Title : A Clown called Smiler		Running words : 140		Reading Age : 7 - 8      Level 1	

<p>On Rona's birthday, the postman brought her a parcel. It was from Rona's Nana. When Rona opened the parcel, she found a doll that was dressed like a clown. He wore red pants and a blue coat. He had a big smile on his face.</p> <p>Rona called the clown "Smiler". She took him with her everywhere she went.</p> <p>One day, Rona took him with her to the swings and seesaws. She gave him a ride. Then she put him down while she had her turn on the slide. After she had played on the slide, she went home with some other kids.</p> <p>When she was going to bed that night, she looked for Smiler. She always made him sit on a chair by her bed, so that she could see him when she woke in the morning.</p> <p>Where was Smiler?</p>	<b>Analysis of uncorrected reading miscues</b> <small>Circle cues used during miscue</small>			
	1.	M	V	S
	2.	M	V	S
	3.	M	V	S
	4.	M	V	S
	5.	M	V	S
	6.	M	V	S
	7.	M	V	S
	8.	M	V	S
	9.	M	V	S
	10.	M	V	S
	11.	M	V	S
	12.	M	V	S
	13.	M	V	S
	14.	M	V	S
	15.	M	V	S
	16.	M	V	S
	17.	M	V	S
	18.	M	V	S
	19.	M	V	S
	20.	M	V	S
	<b>Analysis of self corrections</b> <small>Circle cues used during miscue self correction</small>			
	1.	M V S	M V S	M V S
	2.	M V S	M V S	M V S
3.	M V S	M V S	M V S	
4.	M V S	M V S	M V S	
5.	M V S	M V S	M V S	
6.	M V S	M V S	M V S	
7.	M V S	M V S	M V S	
8.	M V S	M V S	M V S	
9.	M V S	M V S	M V S	
10.	M V S	M V S	M V S	

Accuracy Pass 97%		Comments about reading behaviour :          Recommended Instructional Reading Age :
Retelling Pass 50%		
Comprehension Pass 75%		

LITERAL COMPREHENSION : "A Clown called Smiler"		Level 1
Section A : Retell	Section B : Questions to check Comprehension	
<p>After initial reading by student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.</p>		<p>After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of event or details that the student has not retold in Section A.</p>
1. On Rona's birthday <input type="checkbox"/>	1. What special day was it ? <input type="checkbox"/>	
2. The postman brought her a parcel <input type="checkbox"/>	2. What did the postman bring Rona ? <input type="checkbox"/>	
3. From her Nana <input type="checkbox"/>	3. Who sent the parcel ? <input type="checkbox"/>	
4. It was a clown doll <input type="checkbox"/>	4. What was in the parcel ? <input type="checkbox"/>	
5. He wore red pants <input type="checkbox"/>	5. What was the clown wearing ? <input type="checkbox"/>	
6. And a blue coat <input type="checkbox"/>	6. What else ? <input type="checkbox"/>	
7. He had a big smile on his face <input type="checkbox"/>	7. What did the clown have on his face ? <input type="checkbox"/>	
8. Rona called him Smiler <input type="checkbox"/>	8. What did Rona call the clown ? <input type="checkbox"/>	
9. She took him everywhere she went <input type="checkbox"/>	9. What did Rona do with the clown ? <input type="checkbox"/>	
10. She took him to the swings/seesaw <input type="checkbox"/>	10. Where did she go with the clown ? <input type="checkbox"/>	
11. She gave him a ride <input type="checkbox"/>	11. What did she do with the clown at the play-ground ? <input type="checkbox"/>	
12. She put him down <input type="checkbox"/>	12. What did Rona do after she had given the clown a ride ? <input type="checkbox"/>	
13. While she had a turn on the slide <input type="checkbox"/>	13. Why did she put Smiler down ? <input type="checkbox"/>	
14. She went home with some other kids <input type="checkbox"/>	14. What did Rona do after she had played on the slide ? <input type="checkbox"/>	
15. At bedtime she looked for Smiler <input type="checkbox"/>	15. When did Rona notice that Smiler was missing ? <input type="checkbox"/>	
16. She always put him on a chair by the bed <input type="checkbox"/>	16. Where did Rona usually put Smiler at bedtime ? <input type="checkbox"/>	
17. So she could see him when she woke <input type="checkbox"/>	17. Why did she put Smiler on the chair by her bed ? <input type="checkbox"/>	
18. In the morning <input type="checkbox"/>	18. When did she want to be able to see Smiler ? <input type="checkbox"/>	
<b>RETELL TOTAL</b> <input type="checkbox"/> <b>( PASS 50% = 9 )</b>		<b>INFERENTIAL COMPREHENSION</b>
		19. What had happened to Smiler ? <input type="checkbox"/> <i>She had left him at the playground.</i>
		20. Why did Rona leave Smiler at the playground ? <input type="checkbox"/> <i>She was having fun and forgot about him.</i>
		<b>COMPREHENSION TOTAL (PASS 75% = 15 )</b> <input type="checkbox"/>

Name :		Date :		Age :					
Title : The Wet Teddy Bear		Running words : 142		Reading Age : 7 - 8      Level 1					
<p>Did you hear what happened to the blue teddy bear when he was left outside all night? He lost his voice. The children found him out in the rain. They squeezed him, but not a sound came out of him. Then they had to go to school and leave him.</p> <p>Mrs Bear didn't know what to do. She decided to take Teddy to Doctor Koala Bear, who sat in the corner of the play room.</p> <p>Doctor Koala Bear was so old that he was bald. He wore dark glasses on his nose and a red ribbon round his neck.</p> <p>Mrs Bear said, "The children left my little boy out in the rain last night. He got soaking wet. Now he has lost his voice."</p> <p>Doctor Koala said to Teddy, "Say AA-H."</p> <p>The little bear opened his mouth wide but no sound came.</p>				<b>Analysis of uncorrected reading miscues</b> <small>Circle cues <i>used</i> during miscue</small>					
				97%	Instructional Level	1.	M	V	S
				2.	M	V	S		
				3.	M	V	S		
				4.	M	V	S		
				5.	M	V	S		
				6.	M	V	S		
				7.	M	V	S		
				8.	M	V	S		
				94%		9.	M	V	S
				10.	M	V	S		
				11.	M	V	S		
				12.	M	V	S		
				13.	M	V	S		
				14.	M	V	S		
				15.	M	V	S		
				16.	M	V	S		
				17.	M	V	S		
				18.	M	V	S		
				19.	M	V	S		
				20.	M	V	S		
				<b>Analysis of self corrections</b> <small>Circle cues used during miscue      self correction</small>		1.	M	V	S
				2.	M	V	S		
				3.	M	V	S		
4.	M	V	S						
5.	M	V	S						
6.	M	V	S						
7.	M	V	S						
8.	M	V	S						
9.	M	V	S						
10.	M	V	S						

Accuracy Pass 97%		Comments about reading behaviour :
Retelling Pass 50%		
Comprehension Pass 75%		
		Recommended Instructional Reading Age :

LITERAL COMPREHENSION : "The Wet Teddy Bear"		Level 1
Section A : Retell	Section B : Questions to check Comprehension	
<p>After initial reading by student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.</p>		<p>After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of event or details that the student has not retold in Section A.</p>
1. The blue teddy bear <input type="checkbox"/>	1. Who was the story about? <input type="checkbox"/>	
2. Was left outside all night <input type="checkbox"/>	2. What happened to the blue teddy bear? <input type="checkbox"/>	
3. He lost his voice <input type="checkbox"/>	3. What else had happened as a result? <input type="checkbox"/>	
4. The children found him in the rain <input type="checkbox"/>	4. Who found him and where was he? <input type="checkbox"/>	
5. They squeezed him <input type="checkbox"/>	5. What did they do to him? <input type="checkbox"/>	
6. No sound came out of him <input type="checkbox"/>	6. What happened when they squeezed him? <input type="checkbox"/>	
7. They had to go to school <input type="checkbox"/>	7. Where did the children have to go? <input type="checkbox"/>	
8. And leave him <input type="checkbox"/>	8. What did they do with the blue teddy bear? <input type="checkbox"/>	
9. Mrs Bear didn't know what to do <input type="checkbox"/>	9. What did Mrs Bear think when she found him? <input type="checkbox"/>	
10. She took him to see Dr Koala Bear <input type="checkbox"/>	10. What did she decide to do? <input type="checkbox"/>	
11. Who sat in the corner of the playroom <input type="checkbox"/>	11. Where was Dr Koala Bear? <input type="checkbox"/>	
12. Dr Koala Bear was so old he was bald <input type="checkbox"/>	12. Describe Dr Koala Bear <input type="checkbox"/>	
13. He wore dark glasses on his nose <input type="checkbox"/>	13. What else can you remember about Dr Koala Bear? <input type="checkbox"/>	
14. And a red ribbon around his neck <input type="checkbox"/>	14. What else can you remember about Dr Koala Bear? <input type="checkbox"/>	
15. Mrs Bear told him what had happened <input type="checkbox"/>	15. What did Mrs Bear tell Dr Koala Bear? <input type="checkbox"/>	
16. Dr Koala Bear said..."Say AA-H" <input type="checkbox"/>	16. What did Dr Koala Bear ask Teddy to do? <input type="checkbox"/>	
17. The little bear opened his mouth wide <input type="checkbox"/>	17. What did the blue teddy bear do? <input type="checkbox"/>	
18. No sound came out <input type="checkbox"/>	18. What happened when Teddy opened his mouth? <input type="checkbox"/>	
<p><b>RETELL TOTAL</b> <input type="checkbox"/> ( PASS 50% = 9 )</p>		<p><b>INFERENTIAL COMPREHENSION</b></p> <p>19. Why couldn't Teddy make a sound? <i>Water was in his voice box.</i> <input type="checkbox"/></p> <p>20. Is this a true story? How do you know? <i>No. Teddy bears can't talk.</i> <input type="checkbox"/></p>
		<p><b>COMPREHENSION TOTAL (PASS 75% = 15 )</b> <input type="checkbox"/></p>

Name :		Date :		Age :	
Title : Baby Tom		Running words : 185		Reading Age : 8 - 8½	
Level 2					

<p>"We're going to the supermarket," said Mum. "I want to buy a cake for tea." We took the baby to the supermarket.</p> <p>Mum put him in a trolley. "You look after Tom," she said. "I'll find the cake and some other things."</p> <p>Tom liked being in a trolley. "Goo!" he called, and waved to the supermarket man. The man was too busy sweeping the floor to wave back.</p> <p>Then I saw my friend Sharon. "Hello Sharon," I said.</p> <p>I left the trolley and went to talk to her. There was a big noise. Baby Tom had thrown a tin of jam on the floor. The man looked angry.</p> <p>"Push Tom away from those tins," said Sharon. I pushed him to the other side. Then I bent down to pick up the tin of jam that Tom had thrown. There was a loud noise. Tom had pulled out a packet of cornflakes, and all the rest had fallen onto the floor. The man came running, and Sharon went away. I began to pick up packets of cornflakes.</p> <p>"Get that baby out of here!" said the man.</p>	<b>Analysis of uncorrected reading miscues</b> <small>Circle cues used during miscue</small>	
	1.	M V S
	2.	M V S
	3.	M V S
	4.	M V S
	5.	M V S
	6.	M V S
	7.	M V S
	8.	M V S
	9.	M V S
	10.	M V S
	11.	M V S
	12.	M V S
	13.	M V S
	14.	M V S
	15.	M V S
	16.	M V S
	17.	M V S
	18.	M V S
	19.	M V S
20.	M V S	
<b>Analysis of self corrections</b> <small>Circle cues used during miscue self correction</small>		
1.	M V S M V S	
2.	M V S M V S	
3.	M V S M V S	
4.	M V S M V S	
5.	M V S M V S	
6.	M V S M V S	
7.	M V S M V S	
8.	M V S M V S	
9.	M V S M V S	
10.	M V S M V S	

Accuracy		Comments about reading behaviour :
Pass 97%		
Retelling		
Pass 50%		Recommended Instructional Reading Age :
Comprehension		
Pass 75%		

LITERAL COMPREHENSION : "Baby Tom"		Level 2
Section A : Retell	Section B : Questions to check Comprehension	
<p>After initial reading by student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.</p>		<p>After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of event or details that the student has not retold in Section A.</p>
1. The storyteller, mother and baby <input type="checkbox"/>	1. Who were the three people at the beginning of the story? <input type="checkbox"/>	
2. Went to the supermarket <input type="checkbox"/>	2. Where did they go shopping? <input type="checkbox"/>	
3. To buy a cake for tea <input type="checkbox"/>	3. What did they go to the supermarket for? <input type="checkbox"/>	
4. Mum put baby Tom in a trolley <input type="checkbox"/>	4. Where did they put baby Tom? <input type="checkbox"/>	
5. Girl (or boy) had to look after Tom while mum did the shopping <input type="checkbox"/>	5. Who looked after Tom in the supermarket? What did Mum do? <input type="checkbox"/>	
6. Tom liked being in the trolley <input type="checkbox"/>	6. What did Tom think about being put in the trolley? <input type="checkbox"/>	
7. Tom waved to the supermarket man <input type="checkbox"/>	7. Who did Tom wave to? <input type="checkbox"/>	
8. The man was too busy sweeping the floor to wave back <input type="checkbox"/>	8. How did the supermarket man react to Tom's wave? <input type="checkbox"/>	
9. The storyteller left the trolley to talk to her/his friend Sharon <input type="checkbox"/>	9. What did the storyteller do while she/he was waiting? <input type="checkbox"/>	
10. There was a big noise <input type="checkbox"/>	10. What happened while she/he was talking to Sharon? <input type="checkbox"/>	
11. Tom had thrown a tin of jam on the floor <input type="checkbox"/>	11. What had caused the big noise? <input type="checkbox"/>	
12. The storyteller pushed Tom away from the tins to the other side (of the aisle) <input type="checkbox"/>	12. What did the storyteller do when Tom threw the tin of jam on the floor? <input type="checkbox"/>	
13. The storyteller bent down to pick up the tin of jam <input type="checkbox"/>	13. What else did the storyteller do? <input type="checkbox"/>	
14. There was a loud noise <input type="checkbox"/>	14. What happened next? <input type="checkbox"/>	
15. Tom had pulled out a packet of cornflakes <input type="checkbox"/>	15. What had Tom done now? <input type="checkbox"/>	
16. And all the rest had fallen on the floor <input type="checkbox"/>	16. What happened when Tom pulled out a packet of cornflakes? <input type="checkbox"/>	
17. The supermarket man ran over <input type="checkbox"/>	17. How did the supermarket man react to this problem? <input type="checkbox"/>	
18. The man told the storyteller to get the baby out of the supermarket <input type="checkbox"/>	18. What did the man say to them? <input type="checkbox"/>	
<b>RETELL TOTAL</b> <b>( PASS 50% = 9 )</b> <input type="checkbox"/>		<b>INFERENTIAL COMPREHENSION</b> 19. Why did Sharon walk away? <i>She didn't want to get into trouble.</i> <input type="checkbox"/>
		20. Why was the supermarket man angry? <i>Because he was busy and Tom was making more work.</i> <input type="checkbox"/>
		<b>COMPREHENSION</b> <b>TOTAL (PASS 75% = 15 )</b> <input type="checkbox"/>

Name :		Date :		Age :	
Title : The Climber		Running words : 194		Reading Age : 8 - 8½	
				Level 2	

Lucy liked climbing. When she was two, she climbed up the shelves in the kitchen cupboard. She was after the jar of lollies at the top. When she was three, she climbed the pine tree to see if the blackbird had laid any eggs yet.

When she was four, she climbed onto the roof and looked down the chimney. It was Christmas time, and she wanted to know if Santa had come yet.

The day Lucy turned five, she started school. She liked the look of the school roof. It was much higher than her own roof at home. There was a trellis for the roses that reached right up to it. One day, Lucy climbed the trellis and hauled herself up onto the roof. She'd never been so high before! She could even see the traffic on the main road. Suddenly she heard children shouting in the playground. "Lucy's on the roof !" they shouted.

Her teacher came out. He looked worried.

"Sit down! Keep still Lucy !" he called to her.

Lucy sat down and the teacher made off towards the office.

After a few minutes, Lucy heard a siren in the distance.

**Analysis of uncorrected reading miscues**  
Circle cues *used* during miscue

1.	M	V	S	
2.	M	V	S	
3.	M	V	S	
4.	M	V	S	
5.	M	V	S	
97% 6.	M	V	S	
Instructional Level	7.	M	V	S
	8.	M	V	S
	9.	M	V	S
	10.	M	V	S
	11.	M	V	S
	12.	M	V	S
94% 13.	M	V	S	
14.	M	V	S	
15.	M	V	S	
16.	M	V	S	
17.	M	V	S	
18.	M	V	S	
19.	M	V	S	
20.	M	V	S	

**Analysis of self corrections**  
Circle cues used during miscue self correction

1.	M	V	S	M	V	S
2.	M	V	S	M	V	S
3.	M	V	S	M	V	S
4.	M	V	S	M	V	S
5.	M	V	S	M	V	S
6.	M	V	S	M	V	S
7.	M	V	S	M	V	S
8.	M	V	S	M	V	S
9.	M	V	S	M	V	S
10.	M	V	S	M	V	S

Accuracy Pass 97%		Comments about reading behaviour :          Recommended Instructional Reading Age :
Retelling Pass 50%		
Comprehension Pass 75%		

LITERAL COMPREHENSION : "The Climber"		Level 2
Section A : Retell	Section B : Questions to check Comprehension	
<p>After initial reading by student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.</p>		<p>After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of event or details that the student has not retold in Section A.</p>
1. Lucy liked climbing <input type="checkbox"/>	1. What did Lucy like doing? <input type="checkbox"/>	
2. When she was two, she climbed up the shelves in the kitchen cupboard <input type="checkbox"/>	2. What did she climb when she was two? <input type="checkbox"/>	
3. After the jar of lollies at the top <input type="checkbox"/>	3. What was she after? <input type="checkbox"/>	
4. When she was three, she climbed the pine tree <input type="checkbox"/>	4. What did she climb when she was three? <input type="checkbox"/>	
5. To see if the blackbird had laid her eggs <input type="checkbox"/>	5. What was she trying to find out? <input type="checkbox"/>	
6. When she was four she climbed onto the roof <input type="checkbox"/>	6. What did she climb when she was four? <input type="checkbox"/>	
7. To look down the chimney to see if Santa had come yet <input type="checkbox"/>	7. What was she trying to see? <input type="checkbox"/>	
8. Lucy started school the day she turned five <input type="checkbox"/>	8. What happened when she turned five? <input type="checkbox"/>	
9. She liked the look of the school roof <input type="checkbox"/>	9. What did she like about the school? <input type="checkbox"/>	
10. It was higher than her one at home <input type="checkbox"/>	10. What did she notice about the school roof? <input type="checkbox"/>	
11. There was a trellis for the roses that reached up to the school roof <input type="checkbox"/>	11. What was there that reached up to the school roof? <input type="checkbox"/>	
12. One day she climbed the trellis and got onto the roof <input type="checkbox"/>	12. How did she get onto the roof of the school? <input type="checkbox"/>	
13. She had never been so high before <input type="checkbox"/>	13. What did she notice about being up on the school roof? <input type="checkbox"/>	
14. She could see the traffic on the main road <input type="checkbox"/>	14. What could she see? <input type="checkbox"/>	
15. The children started shouting out "Lucy's on the roof" <input type="checkbox"/>	15. What happened when the other children saw her up there? <input type="checkbox"/>	
16. Her teacher came out He looked worried <input type="checkbox"/>	16. Who came out to see what was going on? What did he think when he saw Lucy? <input type="checkbox"/>	
17. He told her to sit down and keep still <input type="checkbox"/>	17. What did her teacher tell her to do? <input type="checkbox"/>	
18. The teacher went off towards the office <input type="checkbox"/>	18. Where did her teacher go? <input type="checkbox"/>	
<p><b>RETELL TOTAL</b> (PASS 50% = 9) <input type="checkbox"/></p>		<p><b>INFERENTIAL COMPREHENSION</b></p>
		<p>19. Why did the teacher look worried? <i>He thought she might slip and fall.</i> <input type="checkbox"/></p>
		<p>20. Who did the teacher call to come and help? <i>The fire brigade - siren in the distance.</i> <input type="checkbox"/></p>
		<p><b>COMPREHENSION TOTAL (PASS 75% = 15)</b> <input type="checkbox"/></p>

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LITERAL COMPREHENSION : "The School Fair" Level 3	
Section A : Retell	Section B : Questions to check Comprehension
After initial reading by student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.	After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of event or details that the student has not retold in Section A.
1. Danny and Michael had to bring something for the school fair <input type="checkbox"/>	1. What did Michael and Danny have to do? <input type="checkbox"/>
2. It could be anything...name 2 examples <input type="checkbox"/>	2. What were some of the things there were told they could bring? <input type="checkbox"/>
3. The boys asked their mum to bake a cake <input type="checkbox"/>	3. What did they ask their mum to do? <input type="checkbox"/>
4. She hated baking and said no <input type="checkbox"/>	4. What was her response? Why? <input type="checkbox"/>
5. Michael asked if he could look in the plastic bag <input type="checkbox"/>	5. Where did Michael want to look for things he could take to the fair? <input type="checkbox"/>
6. Where mum kept things she didn't want anymore <input type="checkbox"/>	6. What did Mum use the plastic bag that he wanted to look in, for? <input type="checkbox"/>
7. He found a red scarf <input type="checkbox"/>	7. What were the three things that Michael found? <input type="checkbox"/>
8. A green and white tablecloth <input type="checkbox"/>	8. Can you think of anything else? <input type="checkbox"/>
9. Some material with a black pattern all over it <input type="checkbox"/>	9. Can you think of anything else? <input type="checkbox"/>
10. Mum said he could take them to school <input type="checkbox"/>	10. What did Mum say he could do with the things he had found? <input type="checkbox"/>
11. Danny didn't have anything <input type="checkbox"/>	11. What did Danny have to take to the fair? <input type="checkbox"/>
12. Danny brought home a cardboard pattern for a floppy clown the next day <input type="checkbox"/>	12. What did Danny bring home from school the next day? <input type="checkbox"/>
13. He asked Mum if she would make a clown and he would help <input type="checkbox"/>	13. What did Danny want to do with the pattern? <input type="checkbox"/>
14. They found an old pink silky dress and an old white pillow case <input type="checkbox"/>	14. What things did they find to make the clown? <input type="checkbox"/>
15. Some brown wool and Dad's old jeans <input type="checkbox"/>	15. Can you think of anything else? <input type="checkbox"/>
16. They put the pattern on the pillow case and cut out the shape of the clown <input type="checkbox"/>	16. What was the first thing they had to do to make the clown? <input type="checkbox"/>
17. Mum sewed the clown together <input type="checkbox"/>	17. What did Mum do after they had cut out the shape? <input type="checkbox"/>
18. Danny stuffed the body and head with old pantyhose and socks <input type="checkbox"/>	18. What did Danny do to finish it off? <input type="checkbox"/>
<b>RETELL TOTAL</b> ( PASS 50% = 9 ) <input type="checkbox"/>	<b>INFERENTIAL COMPREHENSION</b>
	19. Why did the boys have to take things to school for the school fair? <i>To raise money for the school.</i> <input type="checkbox"/>
	20. Why did Mum keep things she didn't want, in a plastic bag? <i>They might be useful sometime.</i> <input type="checkbox"/>
	<b>COMPREHENSION</b> <b>TOTAL (PASS 75% = 15 )</b> <input type="checkbox"/>

Name :		Date :		Age :	
Title : The Big Wave		Running words : 198		Reading Age : 8½ - 9	
				Level 3	

<p>"A big wave is expected to hit the coast of New Zealand later today."</p> <p>That's what I heard when Gran switched on the radio at breakfast time.</p> <p>An earthquake in South America had started it off, and now it was coming right across the Pacific Ocean.</p> <p>Gran was delighted. She loved disasters.</p> <p>"I remember when I was a girl, there was a wave like this," she told me. "It smashed the bridge over the harbour."</p> <p>After breakfast, Gran took me into town. Everybody was talking about the big wave. The shop people were all busy putting the goods on the bottom shelves up to the top shelves.</p> <p>At the fruit shop, Gran asked Mr Chan if he thought there was any danger.</p> <p>"Go home lady just to be safe, and take the lovely child with you," he said in his polite way. Out in the street, everyone seemed to be hurrying in the same direction. They were not going home.</p> <p>Gran kept asking people where they were hurrying off to.</p> <p>"Up the hill, to get a good place to see the wave," one woman said.</p> <p>"Good idea," said Gran. She took me by the hand. "Come with me."</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="4" style="text-align: left; padding: 2px;">Analysis of uncorrected reading miscues</th> </tr> <tr> <th colspan="4" style="text-align: left; padding: 2px;">Circle cues used during miscue</th> </tr> <tr><td style="text-align: center;">1.</td><td style="text-align: center;">M</td><td style="text-align: center;">V</td><td style="text-align: center;">S</td></tr> <tr><td style="text-align: center;">2.</td><td style="text-align: center;">M</td><td style="text-align: center;">V</td><td style="text-align: center;">S</td></tr> <tr><td style="text-align: center;">3.</td><td style="text-align: center;">M</td><td style="text-align: center;">V</td><td style="text-align: center;">S</td></tr> <tr><td style="text-align: center;">4.</td><td style="text-align: center;">M</td><td style="text-align: center;">V</td><td style="text-align: center;">S</td></tr> <tr><td style="text-align: center;">5.</td><td style="text-align: center;">M</td><td style="text-align: center;">V</td><td style="text-align: center;">S</td></tr> <tr><td style="text-align: center;">6.</td><td style="text-align: center;">M</td><td style="text-align: center;">V</td><td style="text-align: center;">S</td></tr> <tr><td style="text-align: center;">7.</td><td style="text-align: center;">M</td><td style="text-align: center;">V</td><td style="text-align: center;">S</td></tr> <tr><td style="text-align: center;">8.</td><td style="text-align: center;">M</td><td style="text-align: center;">V</td><td style="text-align: center;">S</td></tr> <tr><td style="text-align: center;">9.</td><td style="text-align: center;">M</td><td style="text-align: center;">V</td><td style="text-align: center;">S</td></tr> <tr><td style="text-align: center;">10.</td><td style="text-align: center;">M</td><td style="text-align: center;">V</td><td style="text-align: center;">S</td></tr> <tr><td style="text-align: center;">11.</td><td style="text-align: center;">M</td><td style="text-align: center;">V</td><td style="text-align: center;">S</td></tr> <tr><td style="text-align: center;">12.</td><td style="text-align: center;">M</td><td style="text-align: center;">V</td><td style="text-align: center;">S</td></tr> <tr><td style="text-align: center;">13.</td><td style="text-align: center;">M</td><td style="text-align: center;">V</td><td style="text-align: center;">S</td></tr> <tr><td style="text-align: center;">14.</td><td style="text-align: center;">M</td><td style="text-align: center;">V</td><td style="text-align: center;">S</td></tr> <tr><td style="text-align: center;">15.</td><td style="text-align: center;">M</td><td style="text-align: center;">V</td><td style="text-align: center;">S</td></tr> <tr><td style="text-align: center;">16.</td><td style="text-align: center;">M</td><td style="text-align: center;">V</td><td style="text-align: center;">S</td></tr> <tr><td style="text-align: center;">17.</td><td style="text-align: center;">M</td><td style="text-align: center;">V</td><td style="text-align: center;">S</td></tr> <tr><td style="text-align: center;">18.</td><td style="text-align: center;">M</td><td style="text-align: center;">V</td><td style="text-align: center;">S</td></tr> <tr><td style="text-align: center;">19.</td><td style="text-align: center;">M</td><td style="text-align: center;">V</td><td style="text-align: center;">S</td></tr> <tr><td style="text-align: center;">20.</td><td style="text-align: center;">M</td><td style="text-align: center;">V</td><td style="text-align: center;">S</td></tr> <tr> <th colspan="4" style="text-align: left; 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Accuracy		Comments about reading behaviour :
Pass 97%		
Retelling		
Pass 50%		Recommended Instructional Reading Age :
Comprehension		
Pass 75%		

LITERAL COMPREHENSION : "The Big Wave" Level 3	
Section A : Retell	Section B : Questions to check Comprehension
<p>After initial reading by student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.</p>	<p>After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of event or details that the student has not retold in Section A.</p>
1. A big wave was expected to hit NZ <input type="checkbox"/>	1. What was the news that they heard? <input type="checkbox"/>
2. Later that day <input type="checkbox"/>	2. When was the wave expected to hit? <input type="checkbox"/>
3. That's what it said on the radio at breakfast <input type="checkbox"/>	3. How did they find out about this wave? <input type="checkbox"/>
4. The wave had been started by an earthquake <input type="checkbox"/>	4. What had caused this wave? <input type="checkbox"/>
5. In South America <input type="checkbox"/>	5. Where had the earthquake occurred? <input type="checkbox"/>
6. Now it was coming across the Pacific Ocean <input type="checkbox"/>	6. What was the wave doing now? <input type="checkbox"/>
7. Gran was delighted <input type="checkbox"/>	7. How did Gran react to the news? <input type="checkbox"/>
8. She loved disasters <input type="checkbox"/>	8. Why was she delighted by the news? <input type="checkbox"/>
9. She remembered when she was a girl <input type="checkbox"/>	9. Gran remembered something from the past. How old was she when it happened? <input type="checkbox"/>
10. A wave smashing the harbour bridge <input type="checkbox"/>	10. What was it that happened when she was a girl? <input type="checkbox"/>
11. After breakfast Gran and the storyteller went to town <input type="checkbox"/>	11. What did Gran and the storyteller do after breakfast? <input type="checkbox"/>
12. Everybody was talking about the big wave <input type="checkbox"/>	12. What was everybody in the town doing? <input type="checkbox"/>
13. The shop people were putting their goods on the top shelves <input type="checkbox"/>	13. What were the shop people doing? <input type="checkbox"/>
14. Mr Chan (the fruit shopkeeper) thought Gran and the storyteller should go home <input type="checkbox"/>	14. Who was Mr Chan? What advice did Mr Chan give? <input type="checkbox"/>
15. In the street, everybody was going up the hill <input type="checkbox"/>	15. Where were people in the street going? <input type="checkbox"/>
16. To get a good place to see the wave <input type="checkbox"/>	16. Why were they going up the hill? <input type="checkbox"/>
17. Gran thought it was a good idea <input type="checkbox"/>	17. What did Gran think about everybody going up the hill? <input type="checkbox"/>
18. Gran took the storyteller's hand and set off <input type="checkbox"/>	18. What did Gran decide to do? <input type="checkbox"/>
<p><b>RETELL TOTAL</b> (PASS 50% = 9) <input type="checkbox"/></p>	<p><b>INFERENTIAL COMPREHENSION</b></p> <p>19. Why were the shopkeepers putting their goods on the top shelves? <i>In case there was a flood.</i> <input type="checkbox"/></p> <p>20. Why didn't Gran do what Mr Chan suggested? <i>Gran loved disasters. She wanted to see the wave.</i> <input type="checkbox"/></p> <p><b>COMPREHENSION TOTAL (PASS 75% = 15)</b> <input type="checkbox"/></p>

Name :		Date :		Age :	
Title : Jam Sandwiches		Running words : 250		Reading Age : 9 - 10      Level 4	

<p>During my childhood, we owned a farm. It wasn't much of a farm – fifty hectares of hills, covered with gorse and blackberry. But the farm backed on to bigger, bush-covered hills. To us kids, it was paradise. We liked nothing better than to get out for a day in the bush.</p> <p>One fine Saturday, my friend Harry came over with his younger brother, Jimmy. We were going exploring in the bush. Mum made us some jam sandwiches for lunch, and I put them in a sugar bag. I took some twine and tied it around the sugar bag, so I could sling it over my shoulders like a pack. By lunchtime, we had crossed a couple of ridges and got down into the creek bed. Just as we were about to eat our lunch, Harry said, "I smell goats." I didn't take much notice, because Harry was always saying things like that, pretending he knew a lot more than me about the bush.</p> <p>But then Jimmy said, "Up there, on top of the bank !"</p> <p>There, looking at us, was the biggest, fiercest, smelliest billy goat I had ever seen in my life. His horns curved back over his head and ended in sharp tips; his beard seemed to go to his chest.</p> <p>At first, we wanted to run away, but we couldn't run with Jimmy – he was too small and would keep falling over. So we sat there and looked at the goat, who looked back at us. Nobody moved.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="4" style="text-align: center; font-size: small;">Analysis of uncorrected reading miscues</th> </tr> <tr> <th colspan="4" style="text-align: center; font-size: x-small;">Circle cues <i>used</i> during miscue</th> </tr> <tr><td style="text-align: center;">1.</td><td style="text-align: center;">M</td><td style="text-align: center;">V</td><td style="text-align: center;">S</td></tr> <tr><td style="text-align: center;">2.</td><td style="text-align: center;">M</td><td style="text-align: center;">V</td><td style="text-align: center;">S</td></tr> <tr><td style="text-align: center;">3.</td><td style="text-align: center;">M</td><td style="text-align: center;">V</td><td style="text-align: center;">S</td></tr> <tr><td style="text-align: center;">4.</td><td style="text-align: center;">M</td><td style="text-align: center;">V</td><td style="text-align: center;">S</td></tr> <tr><td style="text-align: center;">5.</td><td style="text-align: center;">M</td><td style="text-align: center;">V</td><td style="text-align: center;">S</td></tr> <tr><td style="text-align: center;">6.</td><td style="text-align: center;">M</td><td style="text-align: center;">V</td><td style="text-align: center;">S</td></tr> <tr> <td style="text-align: center;">97%</td> <td style="text-align: center;">7.</td> <td style="text-align: center;">M</td> <td style="text-align: center;">V S</td> </tr> <tr> <td rowspan="8" style="text-align: center; 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Accuracy Pass 97%		Comments about reading behaviour :
Retelling Pass 50%		
Comprehension Pass 75%		
		Recommended Instructional Reading Age :

LITERAL COMPREHENSION : "Jam Sandwiches"		Level 4
Section A : Retell	Section B : Questions to check Comprehension	
<p>After initial reading by student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.</p>		<p>After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of event or details that the student has not retold in Section A.</p>
1. The storyteller lived on a farm as a child <input type="checkbox"/>	1. Where did the storyteller use to live? <input type="checkbox"/> When in his lifetime did this story take place? <input type="checkbox"/>	
2. The farm was 50 hectares of hills covered in gorse and blackberry <input type="checkbox"/>	2. Describe the farm <input type="checkbox"/>	
3. The farm backed onto bigger, bush covered hills <input type="checkbox"/>	3. What backed onto the farm? <input type="checkbox"/>	
4. The kids liked to spend a day in the bush at the back of the farm <input type="checkbox"/>	4. What did the boys like doing better than anything else? <input type="checkbox"/>	
5. One Saturday, the storyteller, his friend Harry, and Jimmy (Harry's little brother) <input type="checkbox"/>	5. Who was involved in the expedition? <input type="checkbox"/>	
6. Went exploring in the bush <input type="checkbox"/>	6. What were they going to do on Saturday? <input type="checkbox"/>	
7. Mum made them some jam sandwiches <input type="checkbox"/>	7. What did the storyteller have for his lunch? Who made the sandwiches? <input type="checkbox"/>	
8. The storyteller put the sandwiches in a sugar sack <input type="checkbox"/>	8. What did the storyteller put his lunch in? <input type="checkbox"/>	
9. And used some twine to make the sugar sack into a pack <input type="checkbox"/>	9. How did he carry his lunch? <input type="checkbox"/>	
10. The boys stopped to eat lunch in a creek bed <input type="checkbox"/>	10. Where did they stop for lunch? <input type="checkbox"/>	
11. Harry said he smelt goats <input type="checkbox"/>	11. What happened when they were just about to eat their lunch? <input type="checkbox"/>	
12. The storyteller didn't take much notice <input type="checkbox"/>	12. How did the storyteller react to Harry saying that he smelt goats? <input type="checkbox"/>	
13. Harry was always pretending to know more than the others about the bush <input type="checkbox"/>	13. Why didn't he take much notice of Harry? <input type="checkbox"/>	
14. On the top of the bank was a big, fierce, smelly goat <input type="checkbox"/>	14. What did they see on top of the bank? <input type="checkbox"/>	
15. It had horns curved back over it's head ending in sharp tips <input type="checkbox"/>	15. Describe the goat. <input type="checkbox"/>	
16. And a long beard that seemed to go to it's chest <input type="checkbox"/>	16. What else can you remember about the goat? <input type="checkbox"/>	
17. The boys wanted to run away <input type="checkbox"/>	17. What did the boys want to do when they saw the goat? <input type="checkbox"/>	
18. They couldn't because Jimmy was too small and would keep falling over <input type="checkbox"/>	18. Why couldn't the boys run away from the goat? <input type="checkbox"/>	
<b>RETELL TOTAL</b> <input type="checkbox"/> <b>( PASS 50% = 9 )</b>		<b>INFERENTIAL COMPREHENSION</b> <input type="checkbox"/> 19. Was the farm they lived on very good? <input type="checkbox"/> <i>It wasn't much of a farm but the kids loved it.</i> 20. Why was Harry always pretending he knew lots about the bush? <input type="checkbox"/> <i>He was trying to impress everyone.</i>
		<b>COMPREHENSION</b> <input type="checkbox"/> <b>TOTAL (PASS 75% = 15 )</b>

45

LITERAL COMPREHENSION : "Tama's Birthday Watch"		Level 4
Section A : Retell	Section B : Questions to check Comprehension	
<p>After initial reading by student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.</p>		<p>After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of event or details that the student has not retold in Section A.</p>
1. Tama got a watch for his birthday <input type="checkbox"/>	1. What did Tama get for his birthday? <input type="checkbox"/>	
2. It was Japanese with a black nylon strap <input type="checkbox"/>	2. Describe Tama's watch <input type="checkbox"/>	
3. It had a shiny silver face and could be worn underwater <input type="checkbox"/>	3. What else can you remember about the watch? <input type="checkbox"/>	
4. Tama wore it all the time <input type="checkbox"/>	4. What did Tama think of his watch? <input type="checkbox"/>	
5. They were at Nana's for the Christmas holidays <input type="checkbox"/>	5. Where were the children staying? <input type="checkbox"/>	
6. A TV crew was making a movie <input type="checkbox"/>	6. What was happening at Nana's while they were there? <input type="checkbox"/>	
7. About the day a famous missionary landed <input type="checkbox"/>	7. What was the film about? <input type="checkbox"/>	
8. There was an old-time sailing ship anchored in the bay <input type="checkbox"/>	8. What were the special things (props) the TV crew had for the film? <input type="checkbox"/>	
9. They had built a maori village <input type="checkbox"/>	9. Can you remember anything else? <input type="checkbox"/>	
10. Three big canoes lay on the beach <input type="checkbox"/>	10. Can you remember anything else? <input type="checkbox"/>	
11. Tama and the storyteller played around the set every day <input type="checkbox"/>	11. What did Tama and the storyteller do every day? <input type="checkbox"/>	
12. Nana and all her neighbours were in the film <input type="checkbox"/>	12. Who were the actors in the film that the children knew? <input type="checkbox"/>	
13. One day the director asked Nana if the children could be extras <input type="checkbox"/>	13. What did the director ask Nana permission for? <input type="checkbox"/>	
14. They had to splash in the water with no togs on <input type="checkbox"/>	14. What would the children have to do as extras? <input type="checkbox"/>	
15. Nana was upset It didn't worry the children <input type="checkbox"/>	15. How did Nana and the children feel about being extras? <input type="checkbox"/>	
16. They were going to stay in the water up to their middles <input type="checkbox"/>	16. What were the children going to do so that it didn't matter that they had no togs on? <input type="checkbox"/>	
17. The children made Nana give in <input type="checkbox"/>	17. What did the children make Nana do? <input type="checkbox"/>	
18. They spent the morning learning what to do <input type="checkbox"/>	18. How long did they have to practice for? <input type="checkbox"/>	
<p><b>RETELL TOTAL</b> <input type="checkbox"/> ( PASS 50% = 9 )</p>		<p><b>INFERENTIAL COMPREHENSION</b></p> <p>19. What are "extras"? <input type="checkbox"/> <i>Extra people in the film to make up the crowd scenes etc.</i></p> <p>20. Why did Nana get upset? <input type="checkbox"/> <i>She didn't think it was right for the children to take off their clothes for the film.</i></p>
		<p><b>COMPREHENSION TOTAL (PASS 75% = 15 )</b> <input type="checkbox"/></p>

Name :		Date :		Age :	
Title: The Sidecar		Running words: 239		Reading Age: 10-11 Level 5	

Mr Reid our neighbour, had a powerful Harley Davidson motorbike. It was a lion of a machine! My mother caught me playing on it once and said I was never to do so again. But I sometimes slipped through the sliding door of Mr Reid's garage, sat astride the big machine and imagined myself speeding along at 150 kilometres an hour.

One such time I heard footsteps coming. Panic! The motorbike had a side-car attached. Quickly I slipped into it, pulled the cover over and crouched down. The corner was lifted and a sack was flung in. Then the cover was fastened down and the engine started.

Off we went. It was dark and the noise was deafening. Going round corners threw me from side to side. I thought we were going to tip over. There were loud echoing noises as we crossed bridges and the noise of other vehicles boomed in as we passed them. Then we were bumping furiously along some rough road.

This was nothing like the motorbike ride I had imagined. I was not enjoying the experience at all. If only Mr Reid would stop. I would willingly face him and confess that I'd been playing with his Harley Davidson.

On and on we sped – around corners, over bridges, along rough roads. I thought I would suffocate if it lasted much longer. Then we were slowing down. We stopped and I heard a gate open.

*Analysis of uncorrected reading miscues*  
Circle cues *used* during miscue

1.	M	V	S
2.	M	V	S
3.	M	V	S
4.	M	V	S
5.	M	V	S
6.	M	V	S
7.	M	V	S
8.	M	V	S
9.	M	V	S
10.	M	V	S
11.	M	V	S
12.	M	V	S
13.	M	V	S
14.	M	V	S
15.	M	V	S
16.	M	V	S
17.	M	V	S
18.	M	V	S
19.	M	V	S
20.	M	V	S

*Analysis of self corrections*  
Circle cues used during miscue      self correction

1.	M	V	S	M	V	S
2.	M	V	S	M	V	S
3.	M	V	S	M	V	S
4.	M	V	S	M	V	S
5.	M	V	S	M	V	S
6.	M	V	S	M	V	S
7.	M	V	S	M	V	S
8.	M	V	S	M	V	S
9.	M	V	S	M	V	S
10.	M	V	S	M	V	S

Accuracy Pass 97%	
Retelling Pass 50%	
Comprehension Pass 75%	

Comments about reading behaviour :

Recommended Instructional Reading Age :

LITERAL COMPREHENSION : "The Sidecar"		Level 5
Section A : Retell	Section B : Questions to check Comprehension	
<p>After initial reading by student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.</p>		<p>After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of event or details that the student has not retold in Section A.</p>
1. Mr Reid the storyteller's neighbour <input type="checkbox"/>	1. Who was Mr Reid? <input type="checkbox"/>	
2. Had a Harley Davidson motorbike <input type="checkbox"/>	2. What did Mr Reid own? <input type="checkbox"/>	
3. The storyteller's mother caught him playing on it <input type="checkbox"/>	3. What did the storyteller get caught doing? <input type="checkbox"/>	
4. She said he was never to do it again <input type="checkbox"/>	4. What did his mother tell him after he got caught? <input type="checkbox"/>	
5. But sometimes he would slip into Mr Reid's garage <input type="checkbox"/>	5. Did the storyteller obey his mother? What did he do? <input type="checkbox"/>	
6. He imagined himself speeding along at 150km an hour <input type="checkbox"/>	6. What did the storyteller imagine himself doing? <input type="checkbox"/>	
7. On one occasion the storyteller heard footsteps coming <input type="checkbox"/>	7. One day the storyteller was on the bike. What happened? <input type="checkbox"/>	
8. The storyteller hid in the attached side-car <input type="checkbox"/>	8. What did the storyteller do when he heard the footsteps coming? <input type="checkbox"/>	
9. Someone threw a sack into the sidecar <input type="checkbox"/>	9. What did the person who came into the garage do? <input type="checkbox"/>	
10. Then they started the bike and took off <input type="checkbox"/>	10. What happened next? <input type="checkbox"/>	
11. It was dark and the noise was deafening <input type="checkbox"/>	11. What was it like in the side-car? <input type="checkbox"/>	
12. The storyteller got thrown from side to side going around corners <input type="checkbox"/>	12. What happened when the motorbike went around corners? <input type="checkbox"/>	
13. There were loud echoing noises as they crossed a bridge <input type="checkbox"/>	13. What could the storyteller hear when they crossed bridges? <input type="checkbox"/>	
14. Other vehicles boomed as they passed <input type="checkbox"/>	14. How did the storyteller know there were other vehicles on the road? <input type="checkbox"/>	
15. Then they bumped furiously along some rough road <input type="checkbox"/>	15. What sort of road did they end up on? <input type="checkbox"/>	
16. The storyteller wished Mr Reid would stop <input type="checkbox"/>	16. What did the storyteller want Mr Reid to do? <input type="checkbox"/>	
17. He would willingly confess that he had been playing with his bike <input type="checkbox"/>	17. What was the storyteller prepared to do if Mr Reid would only stop? <input type="checkbox"/>	
18. Finally they slowed down and stopped The storyteller heard a gate open <input type="checkbox"/>	18. How did the ride end? <input type="checkbox"/>	
<b>RETELL TOTAL</b> <b>( PASS 50% = 9 )</b> <input type="checkbox"/>		<b>INFERENTIAL COMPREHENSION</b> 19. What does "It was a lion of a machine" mean? <i>The bike was very powerful. It roared like a lion.</i> <input type="checkbox"/>
		20. Why didn't the storyteller enjoy the ride? <i>He was scared. He couldn't see where he was going.</i> <input type="checkbox"/>
		<b>COMPREHENSION</b> <b>TOTAL (PASS 75% = 15 )</b> <input type="checkbox"/>

Name :		Date :		Age :	
Title : Rats		Running words : 248		Reading Age : 10-11	
				Level 5	

<p>We had rats in our attic. They scampered over the rafters, making little scratching noises. They gnawed at things, making little scraping noises. And they leapt about, making scuttling, thumping noises.</p> <p>I didn't mind the rats, but mum hated them.</p> <p>"Derek you must do something about those rats," she said to Dad.</p> <p>"You really must." "I will, dear, I will," Dad said. He shuddered a little, and continued reading his paper and eating his toast. Mum sighed. She knew Dad. "Get some traps Mum," I said. "I'll set them in the attic for you."</p> <p>I thought of creeping across the attic, a torch in one hand and a trap in the other. It would be scary. But it would be fun. Mum shook her head.</p> <p>"I'm not having any of you kids up there until they're gone," she said.</p> <p>"What if one bit you?"</p> <p>"They wouldn't bite me," I said.</p> <p>"No!" Mum's finger waved my way. "You stay down from there! And tell Jeff and Sarah to stay down too. Understand?" I sighed. "Yes Mum," I said.</p> <p>We were all silent. Dad frowned and concentrated on his paper. There was a patter-patter across the attic, right above us.</p> <p>"That does it!" said Mum. "I'm calling a pest controller." And she went to the phone. Early in the evening, a strange man arrived at the door. He had wild black hair and bushy beard. His eyes bulged, and two of his teeth were missing.</p>	<b>Analysis of uncorrected reading miscues</b> <small>Circle cues used during miscue</small>	
	1.	M V S
	2.	M V S
	3.	M V S
	4.	M V S
	5.	M V S
	6.	M V S
	7.	M V S
	8.	M V S
	9.	M V S
	10.	M V S
	11.	M V S
	12.	M V S
	13.	M V S
	14.	M V S
	15.	M V S
	16.	M V S
	17.	M V S
	18.	M V S
	19.	M V S
	20.	M V S
	<b>Analysis of self corrections</b> <small>Circle cues used during miscue self correction</small>	
	1.	M V S M V S
	2.	M V S M V S
	3.	M V S M V S
4.	M V S M V S	
5.	M V S M V S	
6.	M V S M V S	
7.	M V S M V S	
8.	M V S M V S	
9.	M V S M V S	
10.	M V S M V S	

Accuracy		Comments about reading behaviour :
Pass 97%		
Retelling		
Pass 50%		Recommended Instructional Reading Age :
Comprehension		
Pass 75%		

LITERAL COMPREHENSION : "Rats"		Level 5
Section A : Retell	Section B : Questions to check Comprehension	
<p>After initial reading by student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.</p>		<p>After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of event or details that the student has not retold in Section A.</p>
1. There were rats in the attic <input type="checkbox"/>	1. What was the problem at the beginning of the story? <input type="checkbox"/>	
2. They made all sorts of noises <input type="checkbox"/>	2. How could they tell there were rats? <input type="checkbox"/>	
3. The storyteller didn't mind the rats <input type="checkbox"/>	3. Was the storyteller worried about having rats in the attic? <input type="checkbox"/>	
4. The storyteller's Mum hated them <input type="checkbox"/>	4. What did the storyteller's mum think about having rats in the attic? <input type="checkbox"/>	
5. Mum asked Dad to do something about the rats <input type="checkbox"/>	5. What was the first thing Mum did about the rats? <input type="checkbox"/>	
6. Dad said he would <input type="checkbox"/>	6. What was Dad's response? <input type="checkbox"/>	
7. But he kept on reading his paper and eating his toast <input type="checkbox"/>	7. What did Dad actually do? <input type="checkbox"/>	
8. The storyteller wanted his mother to get some traps <input type="checkbox"/>	8. What did the storyteller suggest his mother should do about the rats? <input type="checkbox"/>	
9. The storyteller was going to set them up in the attic <input type="checkbox"/>	9. What was the storyteller going to do with the traps? <input type="checkbox"/>	
10. The storyteller thought it would be scary but fun <input type="checkbox"/>	10. How did the storyteller feel about setting the traps? <input type="checkbox"/>	
11. Mum didn't want any of the kids going into the attic <input type="checkbox"/>	11. How did Mum feel about the storyteller's plan? <input type="checkbox"/>	
12. Mum was worried that the kids might get bitten by the rats <input type="checkbox"/>	12. What was Mum worried about? <input type="checkbox"/>	
13. The family heard the rats again <input type="checkbox"/>	13. What happened next that forced Mum into action? <input type="checkbox"/>	
14. Mum had had enough <input type="checkbox"/>	14. Why did she decide to do something? <input type="checkbox"/>	
15. Mum rang up a pest controller <input type="checkbox"/>	15. What did Mum do about the situation? <input type="checkbox"/>	
16. That evening a strange man came to the door <input type="checkbox"/>	16. What happened that evening? <input type="checkbox"/>	
17. He had wild black hair and a bushy beard <input type="checkbox"/>	17. Describe the man who came to their door? <input type="checkbox"/>	
18. His eyes bulged and two of his teeth were missing <input type="checkbox"/>	18. What else can you remember about the man? <input type="checkbox"/>	
<b>RETELL TOTAL</b> <b>( PASS 50% = 9 )</b> <input type="checkbox"/>		<b>INFERENTIAL COMPREHENSION</b>
		19. Why did Mum call the pest controller? <i>She was frustrated with Dad. Didn't think he would do anything.</i> <input type="checkbox"/>
		20. Why didn't Dad do something about the rats? <i>He shuddered at the thought. He didn't like rats.</i> <input type="checkbox"/>
		<b>COMPREHENSION</b> <b>TOTAL (PASS 75% = 15 )</b> <input type="checkbox"/>

Name :		Date :		Age :																																																																																	
<b>Title: Case of the Broken Window    Running words: 304    Reading Age : 11-12    Level 6</b>																																																																																					
<p>Inspector Edwards, chief crime-solver with Central Police, had been hastily called to a house in the suburbs. Normally, he would never be called to anything less than a murder. But this was different. The house he had been called to was his own!</p> <p>Mrs Edwards met him at the door. "I'm sorry to interrupt you in the middle of your work day John, but this is an emergency."</p> <p>"Not a problem," said Inspector Edwards. "Things were quiet at Central, anyway. Now, tell me what's happened."</p> <p>"Come with me," said Mrs Edwards. "I'll show you." She led the way into the lounge and without another word pointed to the ranch-slider door that opened onto the sundeck. Sharp-edged pieces of broken glass framed a huge hole in the middle of the door. Shattered fragments littered the deck and carpet.</p> <p>"Hmm," murmured the inspector thoughtfully. "Who did it?"</p> <p>"That's the problem," answered Mrs Edwards. "I suspected the children, but they all say it's not them, and they each have an alibi. I don't know how it happened."</p> <p>Inspector Edwards reached into his jacket pocket for his notebook and pen.</p> <p>"Tell me what you know," he said.</p> <p>Mrs Edwards sat down in a comfortable chair and began her story. "It was just after half past three. I'd almost finished the vacuum cleaning when the power suddenly went off, so I phoned Martin next door to ask if he had power. He said he'd phoned the electricity company and they'd told him the power would be off for half an hour while the wires were checked. Then he asked me over for a cup of tea – he's got a gas stove. I was sitting down at Martin's kitchen table when I heard the crash.</p> <p>I came running back to find this. Do you think someone tried to break in?"</p>				<b>Analysis of uncorrected reading miscues</b> <small>Circle cues used during miscue</small>																																																																																	
				<div style="display: flex; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-weight: bold; margin-right: 5px;">Instructional Level</div> <table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td>1.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>2.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>3.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>4.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>5.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>6.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>7.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>8.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>9.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>10.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>11.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>12.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>13.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>14.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>15.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>16.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>17.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>18.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>19.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>20.</td><td>M</td><td>V</td><td>S</td></tr> </table> </div>		1.	M	V	S	2.	M	V	S	3.	M	V	S	4.	M	V	S	5.	M	V	S	6.	M	V	S	7.	M	V	S	8.	M	V	S	9.	M	V	S	10.	M	V	S	11.	M	V	S	12.	M	V	S	13.	M	V	S	14.	M	V	S	15.	M	V	S	16.	M	V	S	17.	M	V	S	18.	M	V	S	19.	M	V	S	20.	M	V	S
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Accuracy Pass 97%		Comments about reading behaviour :
Retelling Pass 50%		
Comprehension Pass 75%		
		Recommended Instructional Reading Age :

LITERAL COMPREHENSION : "The Case of the Broken Window" Level 6	
Section A : Retell	Section B : Questions to check Comprehension
<p>After initial reading by student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.</p>	<p>After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of event or details that the student has not retold in Section A.</p>
1. Inspector Edwards got a phone call <input type="checkbox"/>	1. What happened to start the story? <input type="checkbox"/>
2. To come to a house in the suburbs <input type="checkbox"/>	2. What did Inspector Edwards have to do? <input type="checkbox"/>
3. Normally he only answered murder calls <input type="checkbox"/>	3. What sort of cases did the inspector normally deal with? <input type="checkbox"/>
4. But this was his own home <input type="checkbox"/>	4. Why did he get involved with this case? <input type="checkbox"/>
5. His wife took him through to the lounge <input type="checkbox"/>	5. What did his wife do when he arrived? <input type="checkbox"/>
6. He saw a huge hole in the ranch-slider door <input type="checkbox"/>	6. What did he see in the lounge? <input type="checkbox"/>
7. He saw fragments of glass on the carpet and on the sundeck outside <input type="checkbox"/>	7. What else did he see? <input type="checkbox"/>
8. He asked his wife to tell him what she knew <input type="checkbox"/>	8. What did he ask his wife? <input type="checkbox"/>
9. His wife said she thought it might have been the children at first <input type="checkbox"/>	9. Who did she think had done it? <input type="checkbox"/>
10. But they all had an alibi <input type="checkbox"/>	10. Why couldn't it have been the children? <input type="checkbox"/>
11. She was vacuuming when the power went off <input type="checkbox"/>	11. What was the inspector's wife doing when the power went off? <input type="checkbox"/>
12. She rang her friend Martin next door to see if he had power <input type="checkbox"/>	12. What was the first thing she did when the power went off? <input type="checkbox"/>
13. Martin had phoned the electricity company <input type="checkbox"/>	13. What had Martin already done? <input type="checkbox"/>
14. The power was going to be off for $\frac{1}{2}$ an hour while the wires were checked <input type="checkbox"/>	14. What had Martin found out? <input type="checkbox"/>
15. Martin asked her over for a cup of tea <input type="checkbox"/>	15. What did Martin ask her to do? <input type="checkbox"/>
16. He had a gas stove <input type="checkbox"/>	16. How could Martin make her a cup of tea? <input type="checkbox"/>
17. She was sitting at Martin's kitchen table when she heard the crash <input type="checkbox"/>	17. What was she doing when she heard a crash? <input type="checkbox"/>
18. She came running back over and found the broken window <input type="checkbox"/>	18. What did she do when she heard the crash? What did she find? <input type="checkbox"/>
<p><b>RETELL TOTAL</b> <input type="checkbox"/> ( PASS 50% = 9 )</p>	<p><b>INFERENTIAL COMPREHENSION</b></p> <p>19. Why was he only called out to murder cases? <input type="checkbox"/> <i>He was the chief crime solver-he handled the important cases.</i></p> <p>20. Why did Mrs Edwards go next door for a cup of tea? <input type="checkbox"/> <i>Something to do until the power came back on.</i></p> <p><b>COMPREHENSION TOTAL (PASS 75% = 15 )</b> <input type="checkbox"/></p>

Name :		Date :		Age :	
Title : <b>Mayday</b>		Running words : <b>246</b>		Reading Age : <b>11-12</b>	
				Level <b>6</b>	

Ben waited until he was sure Mum and Nick were asleep. Then he bundled up his sleeping bag and crept downstairs. It was hard to move quietly through a strange place in the dark. He stubbed his toe on the edge of the hearth and gasped. The front door squeaked when he opened it, and he froze, listening carefully in case he had woken anyone.

Outside, he switched on his torch and made his way down the long drive to where the boat was parked at the back of the section. They'd had a great weekend sailing *Kestrel* on the lake, but now she was on her trailer behind their friend's house. With the rigging wires looping everywhere, climbing aboard was awkward. The boom now occupied the berth Ben had slept in. He found another and unrolled his sleeping bag onto it. Although he missed the sound of water lapping against the hull, it felt good to be on board *Kestrel* again. He wriggled into the sleeping bag, closed his eyes, and drifted into sleep.

It was still dark when Ben was woken by the movement of the boat. Outside, an engine rumbled softly. Footsteps crunched on the gravel. An unfamiliar voice hissed, "Hurry up! Get that thing on."

Suddenly the trailer, with Ben and the boat on it, was moving. As it turned out of the drive, Ben peeked out and saw that it was being towed by a ute. Someone was stealing the *Kestrel*.

Analysis of uncorrected reading miscues	
Circle cues used during miscue	
1.	M V S
2.	M V S
3.	M V S
4.	M V S
5.	M V S
6.	M V S
97%	7.
	8.
	9.
	10.
	11.
	12.
	13.
	14.
94%	15.
	16.
	17.
	18.
	19.
	20.
Analysis of self corrections	
Circle cues used during miscue self correction	
1.	M V S M V S
2.	M V S M V S
3.	M V S M V S
4.	M V S M V S
5.	M V S M V S
6.	M V S M V S
7.	M V S M V S
8.	M V S M V S
9.	M V S M V S
10.	M V S M V S

Accuracy Pass 97%		Comments about reading behaviour :
Retelling Pass 50%		
Comprehension Pass 75%		
		Recommended Instructional Reading Age :

LITERAL COMPREHENSION : "Mayday"		Level 6
Section A : Retell	Section B : Questions to check Comprehension	
<p>After initial reading by student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.</p>		<p>After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of event or details that the student has not retold in Section A.</p>
1. Ben waited until Mum and Nick were asleep then crept downstairs <input type="checkbox"/>	1. What did Ben wait for at the beginning of the story? <input type="checkbox"/>	
2. He stubbed his toe on the hearth. The front door squeaked when he opened it <input type="checkbox"/>	2. How did Ben hurt himself? What happened when Ben opened the door? <input type="checkbox"/>	
3. Ben stopped and listened carefully in case he had woken anyone <input type="checkbox"/>	3. Why did Ben stop before he went outside? <input type="checkbox"/>	
4. Outside Ben switched on his torch <input type="checkbox"/>	4. What did Ben do once he got outside? <input type="checkbox"/>	
5. Ben walked down the drive to where the boat was parked <input type="checkbox"/>	5. Where did Ben go once he was outside? <input type="checkbox"/>	
6. He climbed aboard the boat <input type="checkbox"/>	6. What did Ben do when he got to the boat? <input type="checkbox"/>	
7. All the rigging wires (gear/equipment) made getting on board awkward <input type="checkbox"/>	7. Why was it awkward (to get onto the boat)? <input type="checkbox"/>	
8. Ben found a place to sleep and unrolled his sleeping bag <input type="checkbox"/>	8. What did Ben do when he got onto the boat? <input type="checkbox"/>	
9. Ben missed the sound of water lapping against the boat <input type="checkbox"/>	9. What did Ben miss? <input type="checkbox"/>	
10. It felt good to be back on board the boat <input type="checkbox"/>	10. How did Ben feel now he was back on board? <input type="checkbox"/>	
11. Ben wriggled into his sleeping bag and drifted into sleep <input type="checkbox"/>	11. What did Ben do next? <input type="checkbox"/>	
12. Ben was woken by the movement of the boat <input type="checkbox"/>	12. What woke Ben up? <input type="checkbox"/>	
13. Outside an engine rumbled softly <input type="checkbox"/>	13. What were the three things Ben heard when he woke up? <input type="checkbox"/>	
14. He heard footsteps crunch on the gravel <input type="checkbox"/>	14. <input type="checkbox"/>	
15. He heard an unfamiliar voice <input type="checkbox"/>	15. <input type="checkbox"/>	
16. Suddenly the trailer, boat and Ben were moving <input type="checkbox"/>	16. What started to happen to the boat? <input type="checkbox"/>	
17. Ben peeked out and saw a ute towing the boat <input type="checkbox"/>	17. When Ben had a look, what did he see? <input type="checkbox"/>	
18. Someone was stealing the boat <input type="checkbox"/>	18. What was happening? <input type="checkbox"/>	
<p><b>RETELL TOTAL</b> <input type="checkbox"/> (PASS 50% = 9)</p>		<p><b>INFERENTIAL COMPREHENSION</b></p> <p>19. Why was Ben sneaking out to sleep in the boat? <input type="checkbox"/> <i>He missed being on the boat.</i></p> <p>20. Why did Ben think the boat was being stolen? <input type="checkbox"/> <i>The unfamiliar voice / It was the middle of the night etc.</i></p>
		<p><b>COMPREHENSION TOTAL (PASS 75% = 15)</b> <input type="checkbox"/></p>

Name :		Date :		Age :	
Title : Dead Rat Live on Stage		Running words : 298		Reading Age : 12-13 Level 7	

The surgery appeared to have been a success. Barbie's new cyberleg was attached and fully functional. Lucy looked at it proudly. Creating a leg to replace the one her twin brother Mark had bitten off during one of his turns had taken her several weeks. In the room next door, a loud thumping noise started as Dead Rat finished their pizza break. Mark and a bunch of his friends who thought they could play the guitar were rehearsing. Lucy rolled her eyes heavenwards as Mark began to howl the lyrics to the group's latest composition. Was he really singing, "I gave you my heart and you fed it to a dog"? It was time she offered the group her writing skills.

"Hi Luce," Mark greeted her when she poked her head around the door.

"You won't believe this, but we've got a real gig to play at." "It's true," said Sjam, Dead Rat's drummer. "We're going to play at the school dance."

"Isn't your mother on the organising committee?" asked Lucy suspiciously.

"Yeah," admitted Sjam. "But that's got nothing to do with it."

"Hey, Luce, you're still going to the dance, aren't you?" asked Mark.

"Do they hand out free earplugs?" enquired Lucy. "Get real, Mark. Of course I'm not going to the dance if Dead Rat's playing." Mark handed the mike to Sjam and hustled Lucy out the door. "You have to come," he hissed when they were standing in the hallway. "I need you. The dance is on the twenty-first!" Lucy's jaw dropped. "The twenty-first! You can't go to the dance that night, Mark, not with your condition. The twenty-first is a full moon! If you turn into a wolf in the middle of the school hall, you'll get expelled! What would Mum and Dad say?"

Analysis of uncorrected reading miscues		
Circle cues used during miscue		
1.	M V S	
2.	M V S	
3.	M V S	
4.	M V S	
5.	M V S	
6.	M V S	
7.	M V S	
97%	8. M V S	
Instructional Level	9. M V S	
	10. M V S	
	11. M V S	
	12. M V S	
	13. M V S	
	14. M V S	
	15. M V S	
	16. M V S	
	94%	17. M V S
	18. M V S	
19. M V S		
20. M V S		

Analysis of self corrections	
Circle cues used during miscue self correction	
1.	M V S M V S
2.	M V S M V S
3.	M V S M V S
4.	M V S M V S
5.	M V S M V S
6.	M V S M V S
7.	M V S M V S
8.	M V S M V S
9.	M V S M V S
10.	M V S M V S

Accuracy		Comments about reading behaviour :
Pass 97%		
Retelling		
Pass 50%		Recommended Instructional Reading Age :
Comprehension		
Pass 75%		

LITERAL COMPREHENSION : "Dead Rat Live on Stage" Level 7	
Section A : Retell	Section B : Questions to check Comprehension
<p>After initial reading by student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.</p>	<p>After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of event or details that the student has not retold in Section A.</p>
1. Barbie's new cyberleg was working well <input type="checkbox"/>	1. What was the surgery that Lucy had to do? <input type="checkbox"/>
2. Twin brother Mark had bitten it off <input type="checkbox"/>	2. What had happened to Barbie's leg? <input type="checkbox"/>
3. In the next room Dead Rat had just finished a pizza break <input type="checkbox"/>	3. What was happening in the room next door? <input type="checkbox"/>
4. Dead Rat were Mark and his friends who thought they could play the guitar <input type="checkbox"/>	4. Who were Dead Rat? <input type="checkbox"/>
5. The band were rehearsing <input type="checkbox"/>	5. What were they doing? <input type="checkbox"/>
6. Lucy thought their lyrics were useless <input type="checkbox"/>	6. What did Lucy think of their new song? <input type="checkbox"/>
7. Mark was singing "I gave you my heart and you fed it to a dog" <input type="checkbox"/>	7. What were the lyrics Mark was singing? <input type="checkbox"/>
8. Lucy thought she should offer to write lyrics for them <input type="checkbox"/>	8. How did Lucy think she could help? <input type="checkbox"/>
9. Dead Rat were going to play at the school dance <input type="checkbox"/>	9. What were Dead Rat excited about? <input type="checkbox"/>
10. Sjam's mother was on the organising committee <input type="checkbox"/>	10. What did Sjam's mother have to do with the dance? <input type="checkbox"/>
11. Lucy thought Sjam's mum had got them the gig <input type="checkbox"/>	11. Why was Lucy suspicious about them having a gig? <input type="checkbox"/>
12. Sjam said that his mum had nothing to do with it <input type="checkbox"/>	12. What did Sjam think about Lucy's suspicions? <input type="checkbox"/>
13. Mark wanted to know if Lucy was still going to the dance <input type="checkbox"/>	13. What was the question Mark asked Lucy? <input type="checkbox"/>
14. Lucy asked if they would be handing out free earplugs <input type="checkbox"/>	14. What did Lucy want to know about the dance? <input type="checkbox"/>
15. Then she said there would be no way she would go if Dead Rat were playing <input type="checkbox"/>	15. Was she going to go to the dance? Why not? <input type="checkbox"/>
16. Mark said she had to come because he needed her help <input type="checkbox"/>	16. Why did Mark want her to be there? <input type="checkbox"/>
17. The dance was on the 21st and it was going to be a full moon <input type="checkbox"/>	17. What night was the dance going to be on? <input type="checkbox"/>
18. If Mark turned into a wolf in the middle of the school hall he would get expelled <input type="checkbox"/>	18. What was likely to happen to Mark on this night? <input type="checkbox"/>
<b>RETELL TOTAL</b> <b>( PASS 50% = 9 )</b> <input type="checkbox"/>	<b>INFERENTIAL COMPREHENSION</b>
	19. What was Mark's "condition"? <input type="checkbox"/> <i>He was a werewolf.</i>
	20. Why had Mark bitten off Barbie's leg? <input type="checkbox"/> <i>Mark had bitten it off when he was a werewolf.</i>
	<b>COMPREHENSION</b> <b>TOTAL (PASS 75% = 15 )</b> <input type="checkbox"/>

Name :		Date :		Age :	
Title : Stagehand		Running words : 252		Reading Age : 12-13	
				Level 7	

<p>Our school, as its major event of the year, produced the musical, <i>The Wizard of Oz</i>. A cast of one hundred, a live orchestra, real props, costuming and make-up. I was keen to be involved, and auditioned for every part: Dorothy, Wizard, Tin Man, Lion, Scarecrow, Munchkin, Jitterbug, and Soldier – everything. Then the audition results were announced. I hadn't a major role. I hadn't a minor role. Not even a Munchkin. All I heard was, "Stacey Hedgeman – stagehand."</p> <p>"Stagehand!" I thought, skulking out of the hall teary eyed. "How boring. I'm not doing that job." Rehearsals began. I would sit and listen outside the hall as the principal actors stumbled through their parts. I had a copy of the script and would read along with them. After three weeks, I knew the principals' parts better than they did. They may have used more expression, or sung the songs more sweetly, but they didn't know their speaking parts as well as I did. A few days later, Ms Shearn, the producer, approached me in the playground.</p> <p>"I overheard you reciting the script the other day, Stacey. I thought you were very good." I looked at the ground and blushed.</p> <p>"You know Stacey," she continued. "That stagehand's job is still open if you want it. Someone with your knowledge of the play would be really valuable. Think about it. We start full rehearsals next week. If you're interested, come along."</p> <p>I saw her shadow move off, and I rolled a pebble with my toe.</p>	<b>Analysis of uncorrected reading miscues</b> <small>Circle cues used during miscue</small>	
	1.	M V S
	2.	M V S
	3.	M V S
	4.	M V S
	5.	M V S
	6.	M V S
	7.	M V S
	8.	M V S
	9.	M V S
	10.	M V S
	11.	M V S
	12.	M V S
	13.	M V S
	14.	M V S
	15.	M V S
	16.	M V S
	17.	M V S
	18.	M V S
	19.	M V S
20.	M V S	
<b>Analysis of self corrections</b> <small>Circle cues used during miscue self correction</small>		
1.	M V S M V S	
2.	M V S M V S	
3.	M V S M V S	
4.	M V S M V S	
5.	M V S M V S	
6.	M V S M V S	
7.	M V S M V S	
8.	M V S M V S	
9.	M V S M V S	
10.	M V S M V S	

Accuracy Pass 97%		Comments about reading behaviour :          Recommended Instructional Reading Age :
Retelling Pass 50%		
Comprehension Pass 75%		

LITERAL COMPREHENSION : "Stagehand"		Level 7
Section A : Retell	Section B : Questions to check Comprehension	
<p>After initial reading by student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.</p>	<p>After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of event or details that the student has not retold in Section A.</p>	
1. The school produced the musical "The Wizard of Oz" <input type="checkbox"/>	1. What was the school's major event of the year? <input type="checkbox"/>	
2. There was a cast of 100, a live orchestra <input type="checkbox"/>	2. What were the special things about this major event? <input type="checkbox"/>	
3. There were real props, costuming, make-up <input type="checkbox"/>	3. Can you remember anything else? <input type="checkbox"/>	
4. Stacey wanted to be in the play <input type="checkbox"/>	4. How did Stacey feel about the play? <input type="checkbox"/>	
5. She auditioned for every part <input type="checkbox"/>	5. What did Stacey do to get in the play? <input type="checkbox"/>	
6. She didn't get a part, but was asked to be the stagehand <input type="checkbox"/>	6. What happened? Did she get a part? <input type="checkbox"/>	
7. She got upset - skulked out of the hall teary eyed <input type="checkbox"/>	7. How did Stacey feel about missing out? What did she do about it? <input type="checkbox"/>	
8. Wasn't going to do it - thought it would be boring <input type="checkbox"/>	8. Was she going to take on the stagehand's job? Why not? <input type="checkbox"/>	
9. She sat outside the hall during rehearsals <input type="checkbox"/>	9. Where did she sit during the rehearsals? <input type="checkbox"/>	
10. And read the script along with the actors <input type="checkbox"/>	10. What did she do during rehearsals? <input type="checkbox"/>	
11. After three weeks <input type="checkbox"/>	11. How long did she do this for? <input type="checkbox"/>	
12. She knew the principal speaking parts better than the actors <input type="checkbox"/>	12. After that length of time, what had happened? <input type="checkbox"/>	
13. Ms Shearn the producer came up to her in the playground <input type="checkbox"/>	13. What happened in the playground? <input type="checkbox"/>	
14. She had overheard her reciting the script <input type="checkbox"/>	14. Why did Ms Shearn come up to her? <input type="checkbox"/>	
15. Stacey looked at the ground and blushed <input type="checkbox"/>	15. What did Stacey do when Ms Shearn approached her? <input type="checkbox"/>	
16. Ms Shearn offered her the stagehand's job again <input type="checkbox"/>	16. What did Ms Shearn offer her? <input type="checkbox"/>	
17. She thought her knowledge of the play would be really valuable <input type="checkbox"/>	17. Why did Ms Shearn offer her the stagehand's job again? <input type="checkbox"/>	
18. Stacey rolled a pebble with her toe as Ms Shearn moved off <input type="checkbox"/>	18. What did Stacey do as Ms Shearn walked away? <input type="checkbox"/>	
<b>RETELL TOTAL</b> <b>( PASS 50% = 9 )</b> <input type="checkbox"/>	<b>INFERENTIAL COMPREHENSION</b>	
	19. Why did she think being a stagehand would be boring? <i>She wanted an acting part.</i> <input type="checkbox"/>	
	20. Why did she keep her head down when Ms Shearn approached her? <i>She was embarrassed / angry.</i> <input type="checkbox"/>	
<b>COMPREHENSION TOTAL (PASS 75% = 15 )</b> <input type="checkbox"/>		

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LITERAL COMPREHENSION : "Old Finchley"		Level 8
Section A : Retell	Section B : Questions to check Comprehension	
<p>After initial reading by student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.</p>	<p>After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of event or details that the student has not retold in Section A.</p>	
1. The storyteller wondered if Finchley had the right temperament <input type="checkbox"/>	1. What did the storyteller think of Finchley? <input type="checkbox"/>	
2. To be a research scientist <input type="checkbox"/>	2. What was Finchley's job? <input type="checkbox"/>	
3. He had tried out one of his concoctions on himself <input type="checkbox"/>	3. What did Finchley do that was wrong? <input type="checkbox"/>	
4. He pumped 1000cc's into himself <input type="checkbox"/>	4. How had he tried his concoction? <input type="checkbox"/>	
5. It had made him shrink away to nothing <input type="checkbox"/>	5. What effect did the concoction have on Finchley? <input type="checkbox"/>	
6. Finchley looked funny because his clothes didn't shrink <input type="checkbox"/>	6. What was funny about Finchley shrinking? <input type="checkbox"/>	
7. There were just the clothes left in a pile the way he had been wearing them <input type="checkbox"/>	7. Why did his clothes look funny? <input type="checkbox"/>	
8. After Finchley shrunk, Dawson was the first to see him <input type="checkbox"/>	8. Who saw Finchley first after he had shrunk? <input type="checkbox"/>	
9. Dawson was looking through a microscope <input type="checkbox"/>	9. What was Dawson doing when he saw Finchley? <input type="checkbox"/>	
10. He nearly passed out - he was too shocked to speak <input type="checkbox"/>	10. How did Dawson react when he saw Finchley? <input type="checkbox"/>	
11. When he saw Finchley waving back at him <input type="checkbox"/>	11. What was Finchley doing? <input type="checkbox"/>	
12. Finchley had hitched a ride on a dust mote <input type="checkbox"/>	12. How did Finchley get to where they saw him? <input type="checkbox"/>	
13. And landed on the culture that Dawson was studying <input type="checkbox"/>	13. What had Finchley landed on? <input type="checkbox"/>	
14. They didn't find that out until later <input type="checkbox"/>	14. When did they find out about Finchley's travels? <input type="checkbox"/>	
15. The storyteller had a look through the microscope <input type="checkbox"/>	15. When did the storyteller see Finchley? <input type="checkbox"/>	
16. He saw Finchley dancing up and down like a banshee <input type="checkbox"/>	16. What did the storyteller see Finchley doing? <input type="checkbox"/>	
17. The storyteller had always thought that Finchley was skinny with his clothes on <input type="checkbox"/>	17. What did the storyteller think of Finchley's appearance before all this happened? <input type="checkbox"/>	
18. Without his clothes on he was scrawny, just skin and bones <input type="checkbox"/>	18. How did Finchley look with his clothes off? <input type="checkbox"/>	
<p><b>RETELL TOTAL</b> ( PASS 50% = 9 ) <input type="checkbox"/></p>	<p><b>INFERENTIAL COMPREHENSION</b></p>	
	<p>19. Why does the storyteller think that Finchley wasn't a good research scientist? <i>He tries things out on himself / He is too impatient.</i> <input type="checkbox"/></p>	
	<p>20. Can you work out from the story if Finchley gets back to normal size? <i>It says "he keeps asking when he'll be coming back."</i> <input type="checkbox"/></p>	
<p><b>COMPREHENSION TOTAL (PASS 75% = 15 )</b> <input type="checkbox"/></p>		

Name :		Date :		Age :	
Title : <b>Jungle Brothers</b>		Running words : <b>287</b>		Reading Age : <b>13-15</b>	
				Level <b>8</b>	

<p>Cappy, Dirk Fallon's little Capuchin monkey, sat in the strange forest gazing mournfully at his motionless master. Exhausted by tropical fever, Dirk, a broad-shouldered young gold hunter, lay beside an animal trail that twisted here and there under the thick canopy of the Guatemalan rain forest. When the first hot dizziness warned him that he had been stricken with the dreaded jungle malady, he knew a weakening moment of terror at the thought of dying alone in the wilderness. Then he grew delirious, and finally he fell into the coma of crisis. Eventually, he would awaken clearheaded and free from fever, or he would slip into eternal slumber, reaching adventure's end there in the jungle – alone. And yet he was not alone, for Cappy sat on guard.</p> <p>He crouched beside Dirk, bewildered by the strange unresponsiveness of the big, kind man-god, and fearful of the unseen menace that seemed to lurk everywhere in the dense bush.</p> <p>This was the land of Cappy's ancestors, but the little grey monkey was seeing it for the first time. Before this, Dirk Fallon had done his exploring in more temperate regions, but stories of the gold to be found along the Guatemalan rivers had lured him to the tropics, and he had brought Cappy for company.</p> <p>Now Cappy crouched miserably beside Dirk, well aware that something terrible had happened to his master. He knew too that darkness was creeping over the rain forest, and that the jungle life was awakening.</p> <p>Instinctively he feared the night prowlers, most of them dangerous to little monkeys who foolishly stayed on the ground instead of taking to the trees. Yet he would not leave the man he adored, even though remaining might mean swift death.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="4" style="text-align: center; font-size: small;">Analysis of uncorrected reading miscues</th> </tr> <tr> <th colspan="4" style="text-align: center; font-size: x-small;">Circle cues <i>used</i> during miscue</th> </tr> <tr><td style="text-align: center;">1.</td><td style="text-align: center;">M</td><td style="text-align: center;">V</td><td style="text-align: center;">S</td></tr> <tr><td style="text-align: center;">2.</td><td style="text-align: center;">M</td><td style="text-align: center;">V</td><td style="text-align: center;">S</td></tr> <tr><td style="text-align: center;">3.</td><td style="text-align: center;">M</td><td style="text-align: center;">V</td><td style="text-align: center;">S</td></tr> <tr><td style="text-align: center;">4.</td><td style="text-align: center;">M</td><td style="text-align: center;">V</td><td style="text-align: center;">S</td></tr> <tr><td style="text-align: center;">5.</td><td style="text-align: center;">M</td><td style="text-align: center;">V</td><td style="text-align: center;">S</td></tr> <tr><td style="text-align: center;">6.</td><td style="text-align: center;">M</td><td style="text-align: center;">V</td><td style="text-align: center;">S</td></tr> <tr><td style="text-align: center;">7.</td><td style="text-align: center;">M</td><td style="text-align: center;">V</td><td style="text-align: center;">S</td></tr> <tr> <td style="text-align: center;">97%</td> <td style="text-align: center;">8.</td> <td style="text-align: center;">M</td> <td style="text-align: center;">V S</td> </tr> <tr><td style="text-align: center;">9.</td><td style="text-align: center;">M</td><td style="text-align: center;">V</td><td style="text-align: center;">S</td></tr> <tr><td style="text-align: center;">10.</td><td style="text-align: center;">M</td><td style="text-align: center;">V</td><td style="text-align: center;">S</td></tr> <tr><td style="text-align: center;">11.</td><td style="text-align: center;">M</td><td style="text-align: center;">V</td><td style="text-align: center;">S</td></tr> <tr><td style="text-align: center;">12.</td><td style="text-align: center;">M</td><td style="text-align: center;">V</td><td style="text-align: center;">S</td></tr> <tr><td style="text-align: center;">13.</td><td style="text-align: center;">M</td><td style="text-align: center;">V</td><td style="text-align: center;">S</td></tr> <tr><td style="text-align: center;">14.</td><td style="text-align: center;">M</td><td style="text-align: center;">V</td><td style="text-align: center;">S</td></tr> <tr><td style="text-align: center;">15.</td><td style="text-align: center;">M</td><td style="text-align: center;">V</td><td style="text-align: center;">S</td></tr> <tr><td style="text-align: center;">16.</td><td style="text-align: center;">M</td><td style="text-align: center;">V</td><td style="text-align: center;">S</td></tr> <tr><td style="text-align: center;">17.</td><td style="text-align: center;">M</td><td style="text-align: center;">V</td><td style="text-align: center;">S</td></tr> <tr> <td style="text-align: center;">94%</td> <td style="text-align: center;">18.</td> <td style="text-align: center;">M</td> <td style="text-align: center;">V S</td> </tr> <tr><td style="text-align: center;">19.</td><td style="text-align: center;">M</td><td style="text-align: center;">V</td><td style="text-align: center;">S</td></tr> <tr><td style="text-align: center;">20.</td><td style="text-align: center;">M</td><td style="text-align: center;">V</td><td style="text-align: center;">S</td></tr> <tr> <th colspan="4" style="text-align: center; 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Accuracy		Comments about reading behaviour :
Pass 97%		
Retelling		
Pass 50%		Recommended Instructional Reading Age :
Comprehension		
Pass 75%		

LITERAL COMPREHENSION : "Jungle Brothers"		Level 8
Section A : Retell	Section B : Questions to check Comprehension	
<p>After initial reading by student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.</p>		<p>After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of event or details that the student has not retold in Section A.</p>
1. Cappy, a little monkey <input type="checkbox"/>	1. Who was Cappy? <input type="checkbox"/>	
2. Was sitting in a strange forest <input type="checkbox"/>	2. Where was Cappy? <input type="checkbox"/>	
3. Looking sadly at his motionless master <input type="checkbox"/>	3. What was Cappy doing? <input type="checkbox"/>	
4. His master had tropical fever <input type="checkbox"/>	4. What was wrong with Dirk Fallon, his master? <input type="checkbox"/>	
5. Dirk had fallen into a coma <input type="checkbox"/>	5. What had happened to Dirk because of the tropical fever? <input type="checkbox"/>	
6. From which he would either get better <input type="checkbox"/>	6. Once he had fallen into a coma, what were the two things that could happen to him? <input type="checkbox"/>	
7. Or die <input type="checkbox"/>	7. <input type="checkbox"/>	
8. Cappy sat on guard <input type="checkbox"/>	8. What did Cappy do next? <input type="checkbox"/>	
9. He couldn't understand why his master wouldn't respond <input type="checkbox"/>	9. What was Cappy puzzled about? <input type="checkbox"/>	
10. The jungle was where his ancestors came from <input type="checkbox"/>	10. What was special about this jungle for Cappy? <input type="checkbox"/>	
11. It was the first time he had ever been here <input type="checkbox"/>	11. Had Cappy ever been here before? <input type="checkbox"/>	
12. His master had come here to look for gold <input type="checkbox"/>	12. What had his master Dirk come here for? <input type="checkbox"/>	
13. He had brought Cappy for company <input type="checkbox"/>	13. Why had Dirk brought Cappy with him? <input type="checkbox"/>	
14. Cappy knew that something terrible had happened to his master <input type="checkbox"/>	14. What did Cappy think about his master lying on the jungle floor? <input type="checkbox"/>	
15. He was worried about the night prowlers in the jungle <input type="checkbox"/>	15. What was in the jungle that Cappy was worried about? <input type="checkbox"/>	
16. Cappy knew he should take to the trees <input type="checkbox"/>	16. What did Cappy know he should do? <input type="checkbox"/>	
17. He couldn't leave his master <input type="checkbox"/>	17. Why didn't he get off the jungle floor? <input type="checkbox"/>	
18. Even though it might mean swift death if he stayed <input type="checkbox"/>	18. What might happen to him if he stayed with his master? <input type="checkbox"/>	
<b>RETELL TOTAL</b> <input type="checkbox"/> <b>( PASS 50% = 9 )</b>		<b>INFERENTIAL COMPREHENSION</b> 19. Why wouldn't Cappy leave Dirk? <input type="checkbox"/> <i>Dirk had brought him for company - they were very close.</i>
		20. How did Cappy know about the dangers of the forest when he had never been there before? <input type="checkbox"/> <i>It was the land of his ancestors - instinct.</i>
		<b>COMPREHENSION TOTAL (PASS 75% = 15 )</b> <input type="checkbox"/>

## ACKNOWLEDGEMENTS

Thank you to the authors, and Learning Media, for granting permission to use extracts from the following stories in this publication.

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# INFORMAL PROSE INVENTORY

## 2



**Hilton Ayrey**

### **SCHOOL SITE LICENCE**

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# INFORMAL PROSE INVENTORY 2

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Noun Frequency Readability Scale *	PAT Reading Comp Levels**	Story Title	Equivalent Reading Age	Student Scripts Page Number	Recording Sheets Page Numbers
Below 2.8	Level 0	A New Friend	6 - 7	9	27 + 28
		Outside	6 - 7	10	29 + 30
2.8 - 3.2	Level 1	Glen's Toys	7 - 8	11	31 + 32
		The Day Michael Made the News	7 - 8	12	33 + 34
3.2 - 3.6	Level 2	To Give Away - One Goat	8 - 8½	13	35 + 36
		Crow's Idea	8 - 8½	14	37 + 38
3.6 - 4.0	Level 3	Our Robot	8½ - 9	15	39 + 40
		Henry Mouse	8½ - 9	16	41 + 42
4.0 - 4.4	Level 4	Ants	9 - 10	17	43 + 44
		Ben's First Disco	9 - 10	18	45 + 46
4.4 - 4.8	Level 5	After the Storm	10 - 11	19	47 + 48
		Chirpy	10 - 11	20	49 + 50
4.8 - 5.2	Level 6	The Shoplifter	11 - 12	21	51 + 52
		Zena Finds Food	11 - 12	22	53 + 54
5.2 - 5.6	Level 7	The Doughnut	12 - 13	23	55 + 56
		A Virtual Pain	12 - 13	24	57 + 58
5.6 - 6.0	Level 8	The Racehorse and the Cat	13 - 15	25	59 + 60
		Marbles	13 - 15	26	61 + 62

\*This scale is based on the average frequency of nouns in the reading material being rated. Each noun is classified on a 9-point scale, and the mean rating calculated to estimate the level of difficulty.  
See W.B. Elley and A.C. Croft, *Assessing the Difficulty of Reading Materials: The Noun Frequency Method*, Wellington, NZCER, 1989

\*\* See Progress Achievement Test Reading Manual page 21

# INTRODUCTION TO THIS RESOURCE

---

## PURPOSE

Many teachers will be familiar with running records as a valuable diagnosis reading tool. Information gained about reading strategies enable teachers to identify the student's needs for reading instruction. An Informal Prose Inventory is a collection of graded texts for this purpose. This resource provides a systematic approach to

- diagnosing and monitoring decoding skills
- monitoring retelling and comprehension skills - literal and inferential
- tracking reading achievement over time as students demonstrate mastery of the graded passages in three areas - accuracy (decoding), retelling, and comprehension

## DESCRIPTION

*Informal Prose Inventory 1* has nine levels of increasing difficulty, with two selections at each level from reading age 6 to 15.

*Informal Prose Inventory 2* has the same nine levels with a further two selections at each level.

All selections are *narrative* and therefore focus on the reading skills specific to that genre.

The levels and the Noun Frequency Readability Scale are the same as those used in the Progressive Achievement Test (PAT) : Reading Comprehension , NZCER.

The passages have been carefully selected to fit the above levels using the Noun Frequency Method, and have been trialled extensively in classrooms.

While attempts have been made to provide gender and cultural balance in selecting the stories, choosing stories that were intrinsically interesting to children was also an important consideration.

*Informal Prose Inventory 3* follows the same structure (9 levels, reading ages 6 to 15) but the selections are all *non fiction*.

These tests measure ACCURACY, RETELLING, AND COMPREHENSION. This approach recognises that a high level of reading accuracy does not necessarily correlate with a corresponding depth of understanding. If a student can meet the criteria for all three of these reading skills, then they have mastered this level and can move on to the next. Scoring less than the pass mark in 1 or 2 of these skills suggests that there is more work to be done at this level.

If Accuracy falls below 94%, then decoding weaknesses will be significantly interfering with comprehension and a lower level should be attempted.

It is important to note that inconsistencies in scores may arise depending on the individual student's response to the underlying concepts in the story, their prior knowledge, and experience.

# ADMINISTRATION OF THE TESTS

---

## ACCURACY

The focus here is on decoding, the student's ability to use the available cues (MVS) to recognise the words in the passage. The material should be unseen to best assess this ability.

1. Help the student feel comfortable and relaxed. Explain the task.
2. Get the student to read the story out loud from the student's script provided.
3. Record the student's reading behaviour on the recording sheet, side 1.
4. A pass for this section is 97%. A score of less than 94% will generally indicate that this passage is too difficult and you may choose to stop here and try a lower level.
5. The columns on the right hand side of the recording sheet allow for a much deeper analysis of reading strategies used by the reader.

MVS refers to the 3 main reading cues used in decoding text.

M = meaning (semantics) "Does the student read for meaning?"

V = visual (grapho-phonetic) "Does the student use visual cues from the letters and shape of words?"

S = structure (syntax) "Does the student use language patterns?"

(See pages 4 and 5 for procedures on recording and analysing miscues)

## RETELLING

This gives information on how well the student has understood the story structure and can remember the details of the story. With narrative text there is a storyline that provides a sequence for the reader to hook onto. Does the student use this schema?

1. Give the student the opportunity to reread the passage silently before attempting retelling. The first reading focussed on decoding. The second reading gives them the opportunity to check meaning and prepare themselves for retelling.
2. Ask student to retell the passage. Suggest that they start at the beginning and try to include any events and details they can remember.
3. Using Section A, side 2 of the recording sheet, tick the boxes of the events or details as they are retold. Numbering the responses gives you additional information about the student's ability to maintain the story sequence. Retelling does not have to be word for word. You are looking for understanding of concepts, ideas, and detail. Score half if some events or details are not quite correct or omitted.
4. A pass for this section is 50%.

## COMPREHENSION

The use of question prompts allows the tester to determine the level of understanding of the events that took place in the story, but were not mentioned in the retelling.

1. When the student has finished RETELLING, tick the boxes in Section B that have already been covered satisfactorily in Section A.
2. Use the questions provided to check comprehension of events and details not retold.
3. Ask the inferential questions to test students ability to "read between the lines".  
A possible answer is given, but students may be able to justify others from the text.
4. A pass for this section is 75%

# RECORDING MISCUES

## Marking the prose passage

While the student reads the passage out loud, the person administering the test records any deviations that are made from the text.

## Suggested conventions for recording

1. **Substitution** Write the substitution above the text. e.g. *seem* substitution  
same text
2. **Omission** Put a dash above the omitted word e.g. he <sup>—</sup>went for some lunch
3. **Insertion** Indicate where the insertion occurs  
using a caret mark. e.g. run <sup>and</sup> jump and hop  
Write the insertion above the caret mark

If these miscues are uncorrected by the student, then they are included in the miscue analysis to calculate the accuracy rate.

$$\text{Accuracy rate (\%)} = \frac{\text{nos of words in the passage} - \text{nos of uncorrected miscues}}{\text{nos of words in the passage}} \times 100$$

$$= \frac{218 - 9}{218} \times 100 = 96\%$$

Record all other reading behaviours as this will give you additional information about the strategies the student is using. These are not counted as miscues and are **NOT** part of the accuracy calculation.

1. **Repetition** Mark above the word with **R** for repetition of a word.  
Mark with an arrow to show a phrase, or a number of words have been reread.  
This indicates they are monitoring their reading and are rereading to check their initial reading (a good sign).
2. **Pause** Mark with //
3. **Self Corrections** Write SC e.g. next SC substitution then self corrected  
night text  
Here the student miscues but then corrects the miscue without being prompted.  
Once again, this is a positive sign because it indicates that monitoring for meaning and syntax is taking place.  
Self corrections are analysed separately from uncorrected miscues.

# ANALYSING MISCUES

Miscue Analysis originated from research done by Dr. K. S. Goodman. For research purposes the classification of a readers' miscues requires a taxonomy of 48 categories. For practical use in the classroom, only the three major categories are used for the day to day observation of children's reading behaviour.

## Miscue or Mistake?

The two words describe the same thing - any difference between what a child says, and the words on the page. However, mistake means "random error" and may have the connotation of being wrong - a condemnation. The use of the term "miscue" is an attempt to escape the value judgment, but more important, suggests that the difference between what the child says and what is on the printed page are not random errors but are "cued" by the thought and language of the reader as he attempts to follow what the author is saying.

Miscues may range from an unimportant change of a word that does not interfere with meaning, to a total breakdown in understanding demonstrated by the readers' miscues bearing little relationship to the original text.

By recording and then analysing miscues, the teacher can begin to see what is happening to cause the differences between the student's oral response and the text on the page. By classifying and interpreting the miscues the teacher is able to bring a great deal of confidence to the direction of his / her teaching.

## Recording uncorrected Miscues

Number each uncorrected miscue, then go to the table on the right hand side of the recording sheet. For each miscue, circle the strategies that **HAVE BEEN USED** while making the miscue.

**M = Meaning.** Did the miscue retain the meaning intended by the author?

If "Yes" then circle M. The reader used the meaning or semantics cues.

If "No" then don't circle the M

**S = Syntax - language structure.** Did the miscue retain grammatical correctness?

Does the language pattern used sound right?

If "Yes" then circle S. if "No" then don't.

Consider the language pattern only, not whether it retains the intended meaning.

**V = Grapho-phonics - visual.** Does the miscue show that the student has used visual cues?

If the miscue is at least 50% visually correct then circle V

night That evening the boy went for a walk	Ⓜ V Ⓢ	Meaning and syntax have been retained. No visual correlation.
brush I'm wearing shorts and a bush shirt	M Ⓟ Ⓢ	Visually more than 50%. Syntactically OK but the meaning has changed
cong-coc-tong Nobody tries out concoctions on themselves	M Ⓟ S	Relying on visual cues. Nonsense word means meaning and syntax not being used
a Not only was it bright purple ...	Ⓜ V Ⓢ	Meaning and syntax retained. Neglected cue was visual
concentrate No blade of grass grew in all it's concrete playground.	M Ⓟ S	Only visual cues used. Meaning lost. Syntactically it doesn't work.

By working out % scores you will get an indication of which cues the student is relying on.

*E.g. Meaning = 85% Visual = 30% Syntax = 75%*

*Student is using context and language structure well but needs work on visual skills*

This example illustrates the recording conventions outlined on page 5 and the miscue analysis outlined on page 6.

Name : John Smith		Date : 22-4-2001		Age : 9yrs 4mths																																																																																	
Title : Rats		Running words : 248		Reading Age : 10-11																																																																																	
<p>We had rats in our attic. They scampered over the rafters, making  1. noses      2. gawed  little scratching noises. They gnawed at things, making little  3. scrapped  scraping noises. And they leapt about, making scuttling, thumping  4. __  noises. I didn't mind the rats, but mum hated them.</p> <p>"Derek you must do something about those rats," she said to Dad.  5. sh--shudder  "You really must." "I will, dear, I will," Dad said. He shuddered a  6. the  little, and continued reading his paper and eating his toast. Mum  7. signed      taps/SC  sighed. She knew Dad. "Get some traps Mum," I said. "I'll set  them in the attic for you." I thought of creeping across the attic,  8. touch  a torch in one hand and a trap in the other. It would be scary.</p> <p>But it would be fun. Mum shook her head. "I'm not having any of  you kids up there until they're gone," she said. "What if one bit  9. bit  you?" "They wouldn't bite me," I said. "No!" Mum's finger waved  say / SC  my way. "You stay down from there!" And tell Jeff and Sarah to  stay down too. Understand?" I sighed. "Yes Mum," I said. We  10. con-constrated  were all silent. Dad frowned and concentrated on his paper. There  was a patter-patter across the attic, right above us.  11. cron-control  "That does it!" said Mum. "I'm calling a pest controller."</p> <p>And she went to the phone. Early in the evening, a strange man  arrived at the door. He had wild black hair and bushy beard. His  eyes bulged, and two of his teeth were missing.</p>				<p><i>Analysis of uncorrected reading miscues</i>  Circle cues <b>used</b> during miscue</p> <table border="1"> <tr><td>1.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>2.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>3.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>4.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>5.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>6.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>7.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>8.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>9.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>10.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>11.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>12.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>13.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>14.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>15.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>16.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>17.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>18.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>19.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>20.</td><td>M</td><td>V</td><td>S</td></tr> </table>		1.	M	V	S	2.	M	V	S	3.	M	V	S	4.	M	V	S	5.	M	V	S	6.	M	V	S	7.	M	V	S	8.	M	V	S	9.	M	V	S	10.	M	V	S	11.	M	V	S	12.	M	V	S	13.	M	V	S	14.	M	V	S	15.	M	V	S	16.	M	V	S	17.	M	V	S	18.	M	V	S	19.	M	V	S	20.	M	V	S
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<p>97%</p> <p><b>Instructional Level</b></p> <p>94%</p>																																																																																					
Accuracy Pass 97%	95.2%	<p><u>Comments about reading behaviour</u> : Self Correction Rate 1 : 6  Use of cues : Meaning = 5 /12 (42%) Visual = 10/12 (83%) Syntax = 8/12 (75%)</p> <p>Relying heavily on visual cues to decode unfamiliar words - poor recognition of word endings. Some awareness of text not making sense (S/L rate). Needs to be encouraged to monitor own reading - Does that make sense? Does that sound right?</p> <p>Retelling superficial with poor sequence. Practise with small chunks of text. Develop inferential comprehension in with small group discussion.</p>																																																																																			
Retelling Pass 50%	44%																																																																																				
Comprehension Pass 75%	80%																																																																																				
Recommended Instructional Reading Age : 10 - 11																																																																																					

### Retelling the Story : Section A

This gives information about student's understanding of story structure and their ability to remember story details in sequence.

### Comprehension Check : Section B

The questions allow the tester to determine the level of understanding of the events that took place in the story with the aid of prompts.

LITERAL COMPREHENSION : "Rats"		Level 5	
Section A : Retell		Section B : Questions to check Comprehension	
<p>After initial reading by student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.</p>		<p>After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of event or details that the student has not retold in Section A.</p>	
1. There were rats in the attic	<input checked="" type="checkbox"/>	1. What was the problem at the beginning of the story?	<input checked="" type="checkbox"/>
2. They made all sorts of noises	<input type="checkbox"/>	2. How could they tell there were rats?	<input checked="" type="checkbox"/>
3. The boy in the story didn't mind	<input type="checkbox"/>	3. Was the storyteller worried about having rats in the attic?	<input checked="" type="checkbox"/>
4. His Mum hated them	<input checked="" type="checkbox"/>	4. What did the storyteller's mum think about having rats in the attic?	<input checked="" type="checkbox"/>
5. His Mum asked Dad to do something about the rats	<input checked="" type="checkbox"/>	5. What was the first thing she did about the rats?	<input checked="" type="checkbox"/>
6. Dad said he would	<input type="checkbox"/>	6. What was Dad's response?	<input checked="" type="checkbox"/>
7. But he kept on reading his paper and eating his toast	<input type="checkbox"/>	7. What did Dad actually do?	<input type="checkbox"/>
8. The boy wanted his mother to get some traps	<input checked="" type="checkbox"/>	8. What did the storyteller suggest his mother should do?	<input checked="" type="checkbox"/>
9. He was going to set them up in the attic	<input checked="" type="checkbox"/>	9. What was the storyteller going to do with the traps?	<input checked="" type="checkbox"/>
10. He thought it would be scary but fun	<input type="checkbox"/>	10. How did the storyteller feel about setting the traps?	<input checked="" type="checkbox"/>
11. Mum didn't want any of the kids going into the attic	<input checked="" type="checkbox"/>	11. How did the storyteller's mother feel about his plan?	<input checked="" type="checkbox"/>
12. She was worried that they might get bitten by the rats	<input type="checkbox"/>	12. What was the storyteller's mum worried about?	<input checked="" type="checkbox"/>
13. The family heard the rats again	<input type="checkbox"/>	13. What happened next that forced Mum into action?	<input type="checkbox"/>
14. Mum had had enough	<input checked="" type="checkbox"/>	14. Why did she decide to do something?	<input checked="" type="checkbox"/>
15. Mum rang up a pest controller	<input type="checkbox"/>	15. What did Mum do about the situation?	<input checked="" type="checkbox"/>
16. That evening a strange man came to the door	<input checked="" type="checkbox"/>	16. What happened that evening?	<input checked="" type="checkbox"/>
17. He had wild black hair and a bushy beard	<input type="checkbox"/>	17. Describe the man who came to their door?	<input checked="" type="checkbox"/>
18. His eyes bulged and 2 of his teeth were missing	<input type="checkbox"/>	18. What else can you remember about the man?	<input checked="" type="checkbox"/>
<p><b>RETELL TOTAL</b> (PASS 50% = 9)</p> <p>8/18 = 44%</p>		<p><b>INFERENTIAL COMPREHENSION</b></p>	
		19. Why did Mum call the pest controller <i>She was frustrated with Dad. Didn't think he would do anything.</i>	<input type="checkbox"/>
		20. Why didn't Dad do something about the rats? <i>He shuddered at the thought. He didn't like rats.</i>	<input type="checkbox"/>
		<p><b>COMPREHENSION TOTAL</b> (PASS 75% = 15)</p> <p>16/20 = 80%</p>	

# A New Friend

by Hilton Ayrey

Peter wanted a pet. Every time he passed the pet shop he would stop and stare at the pets through the window.

One day his father said he had a surprise for him. They got into the car and drove to the pet shop.

"Why are we here?" asked Peter.

"Tomorrow is your birthday," said Dad. "You can choose any pet you would like for a present."

Peter ran into the shop. He walked past the rows of cages. What would he choose?

There were some little mice. They were having fun running around their cage. There were three very cute kittens that were curled up fast asleep.

At the back of the shop was a little puppy. He had sad eyes and floppy ears. Peter knew that this was his new friend.

Level 0

# Outside

by Hilton Ayrey

The door was open. The kitten walked outside and looked around. She had never been outside before. There were lots of new things to play with. She ran after a leaf. Then she rolled on the grass. She jumped up at the flowers in the garden. This was fun. After a while she was tired. She found a sunny spot and went to sleep.

When she woke up it was getting dark. The sun had gone down. It was getting cold. She missed her brothers and sisters. She missed her mother. A dog barked and made her frightened. Where was home? She had walked a long way. Now she didn't know how to get back.

She heard a noise and jumped. It was her mother. She had come to find her missing kitten.

Level 0

# Glen's Toys

by Linda McIntyre

"Put your toys away, please Glen," said his mother. Glen didn't put his toys away. He went to bed and left them all over the floor – his dump truck and digger, his cars and trains and animals and trees.

During the night, a strange noise woke Glen up.

"What's happening?" Glen wondered, climbing out of bed. As he walked to the living room, the noises grew louder and louder.

"Oh no!"

Glen could hardly believe his eyes.

There was a huge hole in the middle of the living room. Glen's toy digger had dug right through the carpet and floor boards.

The digger was still digging, deeper and deeper.

Glen's dump truck was carting away big loads and dumping them by the kitchen door.

Animals were chewing the green carpet, and cars and trains roared about the room.

Level One

# **The Day Michael Made the News**

**by Phillipa Werry**

Once there was a boy called Michael, whose family only liked watching TV. They watched TV at breakfast, and after school, and during dinner, and before bed.

Michael liked going to the park to play football, but his dad only liked sport on TV.

Michael liked going to the zoo to look at the animals, but his mum only liked nature programmes on TV.

Michael liked playing games, and making models, but his brother and sister only liked game shows on TV.

One day, Michael was walking home after playing football when he heard a lot of shouting coming from a shop.

There was a bang, and another bang, and a scream, and a crash.

A man with a mask over his face, and a bag in his hand, rushed out of the shop and jumped into a car.

Level One

# **To Give Away - One Goat**

**by Diane Foley**

Mum saw an advertisement in the newspaper -

“Goat to give away to a good home.”

“Why don’t we have a goat?” said Mum. “I’ve always wanted a goat.”

“Goats eat everything,” said Dad. But Mum was already on her way to the phone. Dad sighed. He knew that we were about to get a goat.

“This is a very clever goat,” said the lady who gave us Milly. Mum smiled and nodded, and put Milly in the back seat of the car on an old blanket.

On the way home, Mum sang a song about Old MacDonald having a goat on his farm, and Milly ate the blanket.

Milly’s new home was the back field. Mum thought the goat would like living in the back field. She was wrong. It took Milly less than five minutes to find the hole in the fence and get into the orchard.

“She’ll eat the trees,” grumbled Dad, as he went to get his tools to fix the fence.

Dad was right. Milly was put back in her field.

Level Two

# Crow's Idea

Retold by John Macalister

One year, the dry season went on for much longer than usual. Everyone was thirsty. The lakes and ponds dried up. The rivers dried up. The grass died, and all the leaves fell off the trees. But still the rain did not come. It was a terrible drought.

Crow was so thirsty, he didn't know what to do. He flew back and forth, looking for water. And the further he flew, the thirstier he became.

Suddenly, as he was flying low over the plains, he noticed a water pot on the ground under a tree. He flew down and landed beside it. There were dead leaves from the thirsty tree all around the pot. Crow looked into the pot, and what did he see? A dead leaf. But the dead leaf was floating on water!

The thirsty crow was so happy. "I've found water! I've found water!" he cried.

He raised himself on tiptoes and put his head and beak over the side of the pot. But he couldn't reach the water.

"Oh no," he cried. "My neck's too short!"

Level Two

# Our Robot

by Lorraine Williams

Our robot thinks he's one of us. He wants to do all the things that humans do. He wants to eat potato chips in front of the television. He wants to travel on a number 19 bus. He wants to hang around in the mall.

Last Father's Day, he wanted to give Dad a present.

My big sister Krystel said, "Robots don't give Father's Day presents."

But robots can be really stubborn. Our robot spent hours in the garden shed, hammering like mad, making something.

On Father's Day, our robot dragged us all outside. In the middle of the road, in front of the house, was a ..... well, a thing.

*Happy Father's Day !*

Our robot made Dad admire the thing from this angle and from that angle.

"What is it?" Mum whispered to Krystel and me.

We didn't know. It had a bit of this and a bit of that. And a bicycle wheel up there and a drainpipe down there. There was a doorbell and a couple of long bits of string, lots of wood, hundreds of nails, and some sticky tape.

"Er..... It's very nice," said Dad. "Just what I've always wanted - I think."

Mum said she thought it was an ornament.

"Maybe it's a kennel for the dog," I said.

Our robot said it was a time machine.

Level Three

# Henry Mouse

by Don Laing

Henry stood outside the burrow under the old log. He could never go back to his old home again. What should he do? He slowly cleaned his whiskers. He began to walk.

At first he followed the path he knew, down to the stream where he had been frightened by the rat just a night ago. Then he knew what he must do. He must find somewhere to hide - somewhere safe from the wind, the rain, the owls, and all the other dangers.

The night wore on, and Henry moved further away from all the places he knew. He ran from tree to tree, from rock to rock, listening, and sniffing the air for the sounds and smells of danger. Fear gripped him deep inside.

At last, he came to a rock with a gap on one side. Gently, Henry squeezed into it and found himself in a small hollow under the rock. But he was not alone! Henry was face to face with a mouse of about his own size and age. And from its smell, Henry knew the stranger was also a male.

At first, Henry and the stranger circled each other, sniffing at each others bodies, sizing each other up. The stranger attacked first — after all he had been in the hollow before Henry and by rights it was his.

Level Three

# Ants

by Ingrid Horrocks

Hamish liked honey. He liked honey sandwiches, fresh bread with honey, and honey on hot buttered toast. In winter, he liked hot lemon drinks flavoured with honey. In hot weather, he liked banana milkshakes flavoured with...honey.

When the hot weather arrived, so did the ants.

First of all, Hamish saw one ant on his big toe when he was playing football in the driveway. He wiggled his foot and squashed the ant.

A week later, there were hundreds of ants marching up the driveway. Hamish got the garden hose and washed them all away. Next day they were back. Hamish wondered whether they were the same ants or different ones.

One Saturday morning Hamish was spreading strawberry jam on his toast when a big splodge of jam dropped onto the bench. When he came back to make himself a sandwich for lunch, the splodge of bright red jam was black and squirming. Lines of tiny black insects were streaming all over the yellow kitchen bench. The ants were having a feast. Hamish grabbed the tea towel and flicked them into the sink.

That afternoon, Hamish cut himself a slice of fresh, white bread and spread honey thickly on it. "Yum!" he said as the sweetness filled his mouth.

Then Hamish felt something crunchy between his teeth. He looked at his slice of bread. Four black ants were swimming in the golden honey. "Yuk!" he shouted and spat into the bin.

Level Four

# Ben's First Disco

by Iona McNaughton

Ben's father was embarrassing.

It wasn't his arguments with the next door neighbour or the funny old clothes he wore that Ben minded. He didn't even care that much when Dad started chatting to strangers as if they were old friends.

What really bothered Ben about his father was his great enthusiasm for everything Ben did.

At school concerts, he sat in the front row and always clapped the loudest.

"Bravo, Ben! Encore!" he would shout, standing up and beaming around at the hall full of parents.

"Great tackle, Ben! Nice shot!" he would scream, running up and down the sideline of the soccer field, whenever Ben managed to get his foot to the ball.

Worst of all, he sometimes hugged Ben in front of his friends. Ben hadn't minded it when he was younger. He'd liked his dad coming to watch him play sport and he enjoyed his big bear hugs. It made him feel warm and wanted.

But now he was eleven. A boy didn't need his father hanging around any more.

Especially at his first disco, he thought as he read the notice that was being handed around the class.

Ben was pretty excited about the disco but he did have one or two problems. Would Kate want to dance with him?

And, most importantly, would his father want to come?

The very idea made Ben feel sick with worry.

Level Four

# After the Storm

by Alan Bagnall

Water, water, everywhere; even the sunshine felt wet. The morning after the storm was all boots, mud and drips, dripping into puddles.

Tessa and I followed Dad down to the river. Lots of other people were there looking to see what the river had brought down during the storm. Near the river's mouth, whole trees lay stranded in the mud. They looked as if they were waiting for a giant to replant them.

But the dads soon started their chainsaws. Then the mothers and children loaded trailers with firewood.

"Let's explore," Tessa said, after we had helped Dad with the firewood for a while. We squelched away through the mud.

"Where are we heading?" I called, trailing behind. Tessa pointed to something half buried in the mud.

"Just an old fridge," I called. "Slimy and rusty."

"Too small for a fridge. But it must be hollow," Tessa reasoned, "or else it wouldn't have floated here. We've just got to open it."

I tapped the box with a stone. "It doesn't sound hollow and there's no door."

Tessa wasn't discouraged. We ran home to get Dad's sledgehammer and crowbar. Then we took turns bashing at the rusty box.

It was hard work. Blobs of black mud splattered on our arms and legs, dried, and flaked off.

Dad noticed we were busy with something and came to see.

"Probably an old furnace. Look after those tools, you girls!" He wandered off again.

"I thought Dad would have been more excited," Tessa puffed, giving the box a mighty whack with the sledgehammer.

Level Five

# Chirpy

by John Parker

It was dark outside when Smoky padded into the kitchen, meowing in the muffled way that meant her jaws were clamped around something she'd caught. Cam looked up at the sound and saw dark, spiky black legs dangling from the cat's mouth. It was a cricket that she was carrying. When she dropped it on the floor, it lay still.

Usually, they hopped and jumped when she released them — but only on the same spot. Smoky always seemed to know how to cripple a cricket so that she could prod and play with it before she ended the entertainment with a scrunch.

"You've overdone it this time, Smoky," said Cam. "This one's dead meat." He pushed the cat away, but as he bent down and picked up the corpse, it suddenly came to life, wriggling in his cupped hands. Cam got a shock. He let the insect slip through his fingers. It fell onto the floor - and Smoky pounced. The cricket hopped, dodged the cat's paws by a whisker, and scuttled underneath the dishwasher. After a few minutes of waiting for it to come out, Smoky lost interest and wandered into the living room to be with Cam's dad, who was watching TV.

Cam shone a light underneath the dishwasher. The beam picked out cobwebs, dust, and a couple of old salted peanuts, but no cricket. "It must be there somewhere," Cam thought. "Still, it's probably injured. It'll most likely end up dying under there."

Level Five

# The Shoplifter

by Hilton Ayrey

I feel so embarrassed. I never want to go back there again. I'm furious with Mark. My mother will kill me if she finds out.

At lunchtime, Mark had started going on about a new snowboarding magazine he had seen at the book shop.

So there we are standing outside the shop and suddenly Mark gets all shifty and acts like he is really cool.

"We really need that magazine. I'll show you how to get it for nothing!"

I knew what was coming next. I had my suspicions about Mark and his snowboarding magazine collection. Before I knew it I had followed him into the shop and there was no going back.

"Just start reading a magazine and keep an eye on old Mr. Jefferies," whispered Mark as he moved off to the snowboarding magazine section. Panic set in. All those lectures from my Dad about shoplifting came flooding back.

"Right we're out of here," said Mark as he brushed past me. Mr. Jefferies seemed to be staring right at my reddening face. Quickly, I turned towards the shop entrance and almost knocked an old lady to the ground.

Mark was waiting for me around the corner. Grinning from ear to ear, he pulled out the snowboarding magazine from under his sweatshirt. Nervously I looked over my shoulder expecting to see Mr. Jefferies hurrying after us.

Suddenly Mark burst out laughing. "Well look at you. The professional. There's nothing much I need to teach you!" I was confused. What did he mean.

And then I realized. In my hand was this month's Pro Wrestling magazine.

Level Six

# Zena Finds Food

by Hilton Ayrey

Zena was a fat cat. Fat and lazy. It wasn't because of an extra meal here or there. It was the result of being totally spoilt over a long period of time. Exercise was not something she was interested in. Her days were spent eating and sleeping.

She was pure white which made her size even more obvious. When she walked it looked as if she had swallowed a football. When she lay on the kitchen tiles with her legs in the air (as she often did) her jelly belly spread out and she could easily be mistaken for a rug.

When her owner took her for a check-up one day, the vet insisted on a diet. When Zena turned up for a meal that night she was horrified. Water and some horrible dry cat biscuits. "Where's my steak?" she muttered to herself as she wandered off to her basket and sulked, hoping that this was a bad dream. Unfortunately there was more of the same for breakfast and lunch.

She had heard that some of the cats in the area hunted for food so she decided to take action. She slunk out to the garden to explore the menu.

The birds in the garden took no notice of her as they were used to coming and going freely without being bothered. Zena crouched in a hunting position and watched her prey. Closer and closer they came, pecking at the worms and insects in the lawn. All her hunting instincts returned to her as she lay in wait. Closer and closer came the targets. She tensed her muscles, ready to strike and ..fell asleep in the hot sun.

Level Six

# The Doughnut

by John Lockyer

I'm not taking all the blame. It's Dad's fault, too. If he hadn't slept in I wouldn't have missed the bus and been late for school. If I hadn't been late for school, I would have been in class instead of alone in the hall. And if I hadn't been alone, I wouldn't have been tempted.

Mandy, she's to blame, too. She knows I love doughnuts. She should have kept her pack shut.

I wouldn't have done it if it was just an ordinary doughnut. But it wasn't. It was special - long and golden brown, sprinkled with sticky brown sugar. And cream. Lovely fresh cream mixed with strawberry jam. My mouth waters and my stomach rumbles just thinking about it. Ooh! And when the sweet scents wafted up and tickled my nostrils, I had to have a taste. Just a finger of cream and jam, though. Mmm, if only it had been one finger.....It was two, and then three. Then the doughnut was out of the bag. I was licking mouthfuls of cinnamon sugar. Delicious cinnamon sugar that touched my tongue and melted. I couldn't stop myself. I really couldn't. I chomped into crispy dough. A couple of chews, a swallow, and another bite. I kept on licking, biting, chewing, swallowing until it was gone. I grabbed the bag, ripped it, licked it clean. I was out of control.....

I don't care. No one can prove it was me. No one saw me. Miss Grey will be angry. She'll ask questions, but she won't know it was me. The only way anyone can find out is to cut me open and they won't do that.

Level Seven

# A Virtual Pain

by Rupert Alchin

"Brendon, darling. Happy birthday! Mmmwwaa!" Great Aunt Mildred landed a fierce kiss on my cheek. "I've got you the most wonderful present!" she said, raking through her purse.

I discreetly wiped the lipstick off my face and smiled politely. There'd be a lot of polite smiles for the week of Aunt M's visit.

"Aha! Here it is darling. I want you to open it right away!"

I just knew there would be something horrific inside the parcel - and it couldn't have been worse. Not only was it bright purple, but nobody has virtual pets any more. They're so totally out of fashion it's not funny.

"I know how popular these things are!" declared Aunt Mildred.

"Wow, Aunt Mildred. Cool!" I heard myself say.

"That means he likes it," explained Mum, who was standing nearby with a nervous grin.

My academy-award-winning performance may have pleased Aunt M, but it wouldn't help my new toy. This little pet was going to lead a lonely life - and die a tragically early death. No nasty lump of plastic with a flake of silicon for a brain was going to ruin my image. I decided to take it to school the next day and ditch it at the first opportunity.

Next morning, I shoved it to the very bottom of my schoolbag. If it got hungry before lunchtime, there were plenty of chocolate wrappers down there for it to chew on. The problem was, I forgot that those stupid little nuisances make noises when they want feeding. I was in class and had just about finished a particularly tough section of division problems when suddenly I heard a squeaky, whining sound. I didn't pay much attention to it until I realized that it was coming from.... my schoolbag!

Level Seven

# **The Racehorse and the Cat**

**by Diana Valk**

Brit was a racehorse. He was glorious to look at, but ill tempered as a volcano and just as lonely. He threatened the stablehands and fought the other horses when he could. Even his owner dreaded a nip when he lead Brit in, victorious after a race. Brit's owner spoke well of him for coming in first so often. His owner kept him because he was a winner - a horse born to be out in front always. His value increased every time he ran.

One evening, Brit stood morose and fretful, alone in his box. He had a fancy to eat hay from the rack above his manger. Tearing at the hay with his strong teeth, he took no notice of the stable cat curled up asleep in his manger. Wisps of hay drifted down, but the cat merely twitched and went on sleeping, until a single hayseed fell into her right ear. That woke her. She shook her head and sat up. Then she sneezed - one small cat sneeze, but it was enough to enrage Brit.

He laid flat his ears, bared his teeth and loomed above the little cat, immense and bony, meaning to break her spine. Was the cat terrified? Not at all. Nor did she flinch and leap away. She puffed out her fur, till she looked twice her size, and crooned high in her throat with fury.

Brit was almost on her now. His great head lunged down. The little cat screeched and struck at him. Then they ran out of threats. Their anger was spent. Now Brit's ears came forward till their curved tips all but met above his forelock. His lips closed and he blew softly on the enemy through widened nostrils. The cat rose on her quarters, reaching to rub her button-nose against Brit's muzzle. Nothing more - but enough. Brit went back to crunching his hay, while his friend in the manger purred into dreams.

Level Eight

# Marbles

by Andrew Blake

There are no true heroes to this story, and only the game itself comes over with any credit. It came, it triumphed, and it gave only pleasure before it was betrayed.

There are no heroes but, all the same, a story must have characters, and perhaps someone who stood a bit above the rest was Vic DiMaggio.

Picture him for a moment. Small, dark-eyed, and quick, he wore all the signs of someone who must do well in life. He buzzed with nervous energy, and that smile of his could charm the very birds from the trees.

No one ever played a better game. Even when he'd beaten you, you always went back to him so that he could clean you out all over again. Eyes beaming, arm around your shoulder, smile in its usual place, he'd confide in you, "You almost had me that time. Tell you what I'll do, I'll lend you some and play you again. Next time you'll win. You'll see."

On the other side of the story was "Our Ronnie" Smith—a quiet boy with freckles.

His father worked in an armaments factory, and this slight contact with the weapons of war had given Our Ronnie a spectacular imagination, so that he won the essay prize every year.

He played, too, but he was one of the good-natured losers who make up the bulk of the human population.

As for a stage, nowhere was ever better designed for the drama than the little school called St Joseph's. Shut off by high brick walls from an industrial district, St Joseph's was perfectly flat, and not one blade of grass grew in all its concrete playgrounds.

One day, as if it were a powerful virus, an ancient game swept over the walls from the outer world. Suddenly, no one could remember a time before we lived, ate, and breathed just so that we could play marbles.

Level Eight

Name: _____		Date : _____		Age : _____	
Title : A New Friend		Running Words : 133		Reading Age : 6 - 7      Level 0	

<p>Peter wanted a pet. Every time he passed the pet shop he would stop and stare at the pets through the window.</p> <p>One day his father said he had a surprise for him. They got into the car and drove to the pet shop.</p> <p>"Why are we here?" asked Peter.</p> <p>"Tomorrow is your birthday," said Dad. "You can choose any pet you would like for a present."</p> <p>Peter ran into the shop. He walked past the rows of cages. What would he choose ?</p> <p>There were some little mice. They were having fun running around their cage. There were three very cute kittens that were curled up fast asleep.</p> <p>At the back of the shop was a little puppy. He had sad eyes and floppy ears. Peter knew that this was his new friend.</p>	<b>Analysis of uncorrected Reading miscues</b> <small>Circle cues used during miscue</small>			
	97%	Instructional Level	1.	M    V    S
			2.	M    V    S
			3.	M    V    S
			4.	M    V    S
			5.	M    V    S
			6.	M    V    S
			7.	M    V    S
			8.	M    V    S
			9.	M    V    S
	94%		10.	M    V    S
			11.	M    V    S
			12.	M    V    S
			13.	M    V    S
			14.	M    V    S
			15.	M    V    S
			16.	M    V    S
			17.	M    V    S
			18.	M    V    S
			19.	M    V    S
			20.	M    V    S
	<b>Analysis of self corrections</b> <small>Circle cues used during miscue      self correction</small>			
			1.	M V S    M V S
			2.	M V S    M V S
		3.	M V S    M V S	
		4.	M V S    M V S	
		5.	M V S    M V S	
		6.	M V S    M V S	
		7.	M V S    M V S	
		8.	M V S    M V S	
		9.	M V S    M V S	
		10.	M V S    M V S	

Accuracy Pass 97%		Comments about Reading behaviour :          Recommended Instructional Reading Age :
Retelling Pass 50%		
Comprehension Pass 75%		

LITERAL COMPREHENSION : "A New Friend" Level 0	
Section A : Retell	Section B : Questions to check Comprehension
<p><i>After initial reading by student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.</i></p>	<p><i>After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of events or details that the student has not retold in Section A.</i></p>
1. Peter wanted a pet <input type="checkbox"/>	1. What did Peter want ? <input type="checkbox"/>
2. Every time he passed the pet shop <input type="checkbox"/>	2. When did Peter look in the shop window ? <input type="checkbox"/>
3. He would stare at the pets through the window <input type="checkbox"/>	3. What did he do whenever he passed the pet shop ? <input type="checkbox"/>
4. One day his father had a surprise for him <input type="checkbox"/>	4. What did Peter's father have for him ? <input type="checkbox"/>
5. They got in the car <input type="checkbox"/>	5. What did Peter and his father do ? <input type="checkbox"/>
6. They drove to the pet shop <input type="checkbox"/>	6. Where did Peter and his father go ? <input type="checkbox"/>
7. Peter asked "Why are we here ?" <input type="checkbox"/>	7. What question did Peter ask his Dad ? <input type="checkbox"/>
8. Dad said that tomorrow was his birthday <input type="checkbox"/>	8. What was happening the next day ? <input type="checkbox"/>
9. Peter could choose a pet for a present <input type="checkbox"/>	9. What did his Dad say Peter could do ? <input type="checkbox"/>
10. Peter ran into the shop <input type="checkbox"/>	10. What did Peter do when he got out of the car ? <input type="checkbox"/>
11. Peter walked past the rows of cages <input type="checkbox"/>	11. What did Peter do once he was inside the pet shop ? <input type="checkbox"/>
12. Peter didn't know what he was going to choose <input type="checkbox"/>	12. What was Peter thinking as he looked at all the pets ? <input type="checkbox"/>
13. There were some little mice They were having fun running around their cage <input type="checkbox"/>	13. What were the first pets Peter saw ? What were they doing ? <input type="checkbox"/>
14. There were three very cute kittens They were curled up fast asleep <input type="checkbox"/>	14. What other pets did Peter see ? What were they doing ? <input type="checkbox"/>
15. At the back of the shop <input type="checkbox"/>	15. Where was the last pet Peter saw ? <input type="checkbox"/>
16. There was a little puppy <input type="checkbox"/>	16. What pet was at the back of the shop ? <input type="checkbox"/>
17. The puppy had sad eyes and floppy ears <input type="checkbox"/>	17. What did the little puppy look like ? <input type="checkbox"/>
18. Peter knew that this was his new friend <input type="checkbox"/>	18. What did Peter think of this puppy ? <input type="checkbox"/>
<p><b>RETELL TOTAL</b> ( PASS 50% = 9 ) <input type="text"/></p>	<p><b>INFERENTIAL COMPREHENSION</b></p>
	19. Why was his Dad getting Peter a pet for his birthday ? <i>He knew Peter really wanted one.</i> <input type="checkbox"/>
	20. Why did Peter run into the pet shop ? <i>He was excited about choosing a pet .</i> <input type="checkbox"/>
	<p><b>COMPREHENSION</b> <b>TOTAL ( PASS 75% = 15 )</b> <input type="text"/></p>

Name: _____		Date : _____		Age : _____	
Title : <b>Outside</b>		Running Words : <b>133</b>		Reading Age : <b>6 - 7</b>	
				Level <b>0</b>	

<p>The door was open. The kitten walked outside and looked around. She had never been outside before. There were lots of new things to play with. She ran after a leaf. Then she rolled on the grass. She jumped up at the flowers in the garden.</p> <p>This was fun. After a while she was tired.</p> <p>She found a sunny spot and went to sleep.</p> <p>When she woke up it was getting dark. The sun had gone down. It was getting cold. She missed her brothers and sisters. She missed her mother. A dog barked and made her frightened. Where was home ?</p> <p>She had walked a long way. Now she didn't know how to get back. She heard a noise and jumped. It was her mother. She had come to find her missing kitten.</p>	<b>Analysis of uncorrected Reading miscues</b> <small>Circle cues used during miscue</small>			
	97%	Instructional Level	1.	M V S
			2.	M V S
			3.	M V S
			4.	M V S
			5.	M V S
			6.	M V S
			7.	M V S
			8.	M V S
			9.	M V S
	94%		10.	M V S
			11.	M V S
			12.	M V S
			13.	M V S
			14.	M V S
			15.	M V S
			16.	M V S
			17.	M V S
			18.	M V S
			19.	M V S
			20.	M V S
	<b>Analysis of self corrections</b> <small>Circle cues used during miscue self correction</small>			
			1.	M V S M V S
			2.	M V S M V S
		3.	M V S M V S	
		4.	M V S M V S	
		5.	M V S M V S	
		6.	M V S M V S	
		7.	M V S M V S	
		8.	M V S M V S	
		9.	M V S M V S	
		10.	M V S M V S	

Accuracy Pass 97%		Comments about Reading behaviour :          Recommended Instructional Reading Age :
Retelling Pass 50%		
Comprehension Pass 75%		

LITERAL COMPREHENSION : "Outside" Level 0	
Section A : Retell	Section B : Questions to check Comprehension
<p><i>After initial reading by student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.</i></p>	<p><i>After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of events or details that the student has not retold in Section A.</i></p>
1. The door was open <input type="checkbox"/>	1. What was open at the beginning of the story ? <input type="checkbox"/>
2. The kitten walked outside and looked around <input type="checkbox"/>	2. Where did the kitten go at the beginning of the story ? What was the first thing she did ? <input type="checkbox"/>
3. She had never been outside before <input type="checkbox"/>	3. What was new about going outside ? <input type="checkbox"/>
4. There were lots of new things to play with <input type="checkbox"/>	4. What did the kitten like about being outside ? <input type="checkbox"/>
5. She chased a leaf <input type="checkbox"/>	5. What were the things she played with outside ? <input type="checkbox"/>
6. She rolled on the grass <input type="checkbox"/>	6. What else did she play with ? <input type="checkbox"/>
7. She jumped up at the flowers in the garden <input type="checkbox"/>	7. What else did she play with ? <input type="checkbox"/>
8. She was having fun <input type="checkbox"/>	8. How was she enjoying being outside ? <input type="checkbox"/>
9. After a while she was tired <input type="checkbox"/>	9. What happened after a while ? <input type="checkbox"/>
10. The kitten found a sunny spot She went to sleep <input type="checkbox"/>	10. When she got tired, what did the kitten do ? <input type="checkbox"/>
11. When she woke up it was getting dark <input type="checkbox"/>	11. What did the kitten notice when she woke up ? <input type="checkbox"/>
12. The sun had gone down It was getting cold <input type="checkbox"/>	12. What else did she notice ? <input type="checkbox"/>
13. She missed her brothers and sisters She missed her mother <input type="checkbox"/>	13. Who did the kitten miss ? <input type="checkbox"/>
14. A dog barked and made her frightened <input type="checkbox"/>	14. What happened to make her frightened ? <input type="checkbox"/>
15. The kitten had walked a long way from home. <input type="checkbox"/>	15. What was the kitten's problem ? <input type="checkbox"/>
16. Now she didn't know how to get back. <input type="checkbox"/>	16. <input type="checkbox"/>
17. The kitten heard a noise and jumped. <input type="checkbox"/>	17. Something else gave her a fright. What was it ? <input type="checkbox"/>
18. The kitten's mother had come to find her missing kitten. <input type="checkbox"/>	18. Who made the noise ? What was the mother cat doing ? <input type="checkbox"/>
<b>RETELL TOTAL</b> <b>( PASS 50% = 9 )</b> <input type="text"/>	<b>INFERENTIAL COMPREHENSION</b> 19. Why had the kitten never been outside before ? <i>She was very young.</i> <input type="checkbox"/> 20. Why did the dog frighten her ? <i>It might have been a new, strange noise.</i> <input type="checkbox"/>
	<b>COMPREHENSION</b> <b>TOTAL ( PASS 75% = 15 )</b> <input type="text"/>

Name:		Date :		Age :							
Title : Glen's Toys		Running Words : 136		Reading Age : 7 - 8		Level 1					
<p>“Put your toys away, please Glen,” said his mother.</p> <p>Glen didn’t put his toys away. He went to bed and left them all over the floor – his dump truck and digger, his cars and trains and animals and trees.</p> <p>During the night, a strange noise woke Glen up.</p> <p>“What’s happening?” Glen wondered, climbing out of bed. As he walked to the living room, the noises grew louder and louder.</p> <p>“Oh no!” Glen could hardly believe his eyes.</p> <p>There was a huge hole in the middle of the living room.</p> <p>Glen’s toy digger had dug right through the carpet and floor boards.The digger was still digging, deeper and deeper.</p> <p>Glen’s dump truck was carting away big loads and dumping them by the kitchen door.</p> <p>Animals were chewing the green carpet, and cars and trains roared about the room.</p>				<b>Analysis of uncorrected Reading miscues</b> Circle cues used during miscue							
				97%		Instructional Level					
						1.	M	V	S		
						2.	M	V	S		
						3.	M	V	S		
						4.	M	V	S		
						5.	M	V	S		
						6.	M	V	S		
						7.	M	V	S		
						8.	M	V	S		
						94%					
						9.	M	V	S		
						10.	M	V	S		
						11.	M	V	S		
						12.	M	V	S		
						13.	M	V	S		
						14.	M	V	S		
						15.	M	V	S		
						16.	M	V	S		
						17.	M	V	S		
		18.	M	V	S						
		19.	M	V	S						
		20.	M	V	S						
				<b>Analysis of self corrections</b> Circle cues used during miscue          self correction							
				1.	M	V	S	M	V	S	
				2.	M	V	S	M	V	S	
				3.	M	V	S	M	V	S	
				4.	M	V	S	M	V	S	
				5.	M	V	S	M	V	S	
				6.	M	V	S	M	V	S	
				7.	M	V	S	M	V	S	
				8.	M	V	S	M	V	S	
				9.	M	V	S	M	V	S	
				10.	M	V	S	M	V	S	
Accuracy Pass 97%				Comments about Reading behaviour :							
Retelling Pass 50%											
Comprehension Pass 75%											
				Recommended Instructional Reading Age :							

LITERAL COMPREHENSION : "Glen's Toys"		Level 1
Section A : Retell	Section B : Questions to check Comprehension	
<p>After initial reading by student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.</p>		<p>After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of events or details that the student has not retold in Section A.</p>
1. Glen's mother	<input type="checkbox"/>	1. Who asked Glen to do something ? <input type="checkbox"/>
2. Asked him to put away his toys	<input type="checkbox"/>	2. What did Glen's mother ask him to do ? <input type="checkbox"/>
3. He went to bed	<input type="checkbox"/>	3. What did Glen do about his toys ? <input type="checkbox"/>
4. And left them all over the floor	<input type="checkbox"/>	4. <input type="checkbox"/>
5. His dump truck and digger	<input type="checkbox"/>	5. What were the toys he had been playing with ? <input type="checkbox"/>
6. His cars and train	<input type="checkbox"/>	6. <input type="checkbox"/>
7. His animals and trees	<input type="checkbox"/>	7. <input type="checkbox"/>
8. During the night a strange noise woke Glen	<input type="checkbox"/>	8. What happened later on that night ? <input type="checkbox"/>
9. Glen wondered what was happening	<input type="checkbox"/>	9. What did Glen think when he woke up ? <input type="checkbox"/>
10. He climbed out of bed and walked to the living room	<input type="checkbox"/>	10. What did Glen do when he woke up ? <input type="checkbox"/>
11. He couldn't believe his eyes	<input type="checkbox"/>	11. What did he think when he got to the living room ? <input type="checkbox"/>
12. There was a huge hole in the middle of the living room	<input type="checkbox"/>	12. What did he see in the living room ? <input type="checkbox"/>
13. The digger had dug through the carpet and the floorboards	<input type="checkbox"/>	13. What had the digger done ? <input type="checkbox"/>
14. The digger was digging, deeper and deeper	<input type="checkbox"/>	14. What was it doing now ? <input type="checkbox"/>
15. The dump truck was carting away big loads	<input type="checkbox"/>	15. What was the dump truck doing ? <input type="checkbox"/>
16. And dumping them by the kitchen door	<input type="checkbox"/>	16. Where was the dump truck dumping it's loads ? <input type="checkbox"/>
17. Animals were chewing the green carpet	<input type="checkbox"/>	17. What were the animals doing ? <input type="checkbox"/>
18. Cars and trains roared about the room	<input type="checkbox"/>	18. What were the other toys doing ? <input type="checkbox"/>
<p><b>RETELL TOTAL</b> ( PASS 50% = 9 )</p>		<p><b>INFERENTIAL COMPREHENSION</b></p>
		<p>19. Why didn't Glen put his toys away ? <i>He forgot or he couldn't be bothered.</i> <input type="checkbox"/></p>
		<p>20. What had happened during the night ? <i>The toys had come to life.</i> <input type="checkbox"/></p>
		<p><b>COMPREHENSION TOTAL ( PASS 75% = 15 )</b></p>

Name: _____		Date : _____		Age : _____	
Title : Michael Made the News		Running Words : 139		Reading Age : 7 - 8	
				Level 1	

<p>Once there was a boy called Michael, whose family only liked watching TV. They watched TV at breakfast, and after school, and during dinner, and before bed.</p> <p>Michael liked going to the park to play football, but his dad only liked sport on TV.</p> <p>Michael liked going to the zoo to look at the animals, but his mum only liked nature programmes on TV.</p> <p>Michael liked playing games, and making models, but his brother and sister only liked game shows on TV.</p> <p>One day, Michael was walking home after playing football when he heard a lot of shouting coming from a shop.</p> <p>There was a bang, and another bang, and a scream, and a crash. A man with a mask over his face, and a bag in his hand, rushed out of the shop and jumped into a car.</p>	<b>Analysis of uncorrected Reading miscues</b> <small>Circle cues used during miscue</small>				
	1.	M	V	S	
	2.	M	V	S	
	3.	M	V	S	
	97% 4.	M	V	S	
	Instructional Level	5.	M	V	S
		6.	M	V	S
		7.	M	V	S
		8.	M	V	S
	94%	9.	M	V	S
		10.	M	V	S
		11.	M	V	S
		12.	M	V	S
		13.	M	V	S
		14.	M	V	S
		15.	M	V	S
		16.	M	V	S
		17.	M	V	S
		18.	M	V	S
		19.	M	V	S
		20.	M	V	S
	<b>Analysis of self corrections</b> <small>Circle cues used during miscue self correction</small>				
	1.	M V S	M V S	M V S	
	2.	M V S	M V S	M V S	
3.	M V S	M V S	M V S		
4.	M V S	M V S	M V S		
5.	M V S	M V S	M V S		
6.	M V S	M V S	M V S		
7.	M V S	M V S	M V S		
8.	M V S	M V S	M V S		
9.	M V S	M V S	M V S		
10.	M V S	M V S	M V S		

Accuracy Pass 97%		Comments about Reading behaviour :          Recommended Instructional Reading Age :
Retelling Pass 50%		
Comprehension Pass 75%		

LITERAL COMPREHENSION : " Michael Made the News "		Level 1
Section A : Retell	Section B : Questions to check Comprehension	
<p><i>After initial reading by student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.</i></p>		<p><i>After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of events or details that the student has not retold in Section A.</i></p>
1. There was a boy called Michael <input type="checkbox"/>	1. Who is the story about ? <input type="checkbox"/>	
2. Whose family only liked watching TV <input type="checkbox"/>	2. What was the only thing his family liked doing ? <input type="checkbox"/>	
3. They watched TV at breakfast and after school <input type="checkbox"/>	3. When did his family like watching TV ? <input type="checkbox"/>	
4. During dinner and before bed <input type="checkbox"/>	4. What other times did they like watching TV ? <input type="checkbox"/>	
5. Michael liked going to the park <input type="checkbox"/>	5. Where did Michael like to go to play ? <input type="checkbox"/>	
6. To play football <input type="checkbox"/>	6. What did Michael like to play at the park ? <input type="checkbox"/>	
7. His dad only liked sport on TV <input type="checkbox"/>	7. What did Michael's dad like to do ? <input type="checkbox"/>	
8. Michael liked going to the zoo to look at animals <input type="checkbox"/>	8. Where else did Michael like to visit ? <input type="checkbox"/>	
9. His mum only liked nature programmes on TV <input type="checkbox"/>	9. What did Michael's mum like to do ? <input type="checkbox"/>	
10. Michael liked playing games and making models <input type="checkbox"/>	10. What else did Michael like doing at home ? <input type="checkbox"/>	
11. His brother and sister only liked game shows on TV <input type="checkbox"/>	11. What did Michael's brother and sister like to do ? <input type="checkbox"/>	
12. One day, Michael was walking home after playing football <input type="checkbox"/>	12. On the day in the story, where was Michael going ? What had he been doing ? <input type="checkbox"/>	
13. He heard a lot of shouting coming from a shop <input type="checkbox"/>	13. What did Michael hear on his way home ? Where was it coming from ? <input type="checkbox"/>	
14. There was a bang, another bang, a scream and a crash <input type="checkbox"/>	14. What other noises did Michael hear ? <input type="checkbox"/>	
15. A man with a mask over his face <input type="checkbox"/>	15. Who did Michael see after hearing all the noise ? What was the man wearing ? <input type="checkbox"/>	
16. And a bag in his hand <input type="checkbox"/>	16. What was the man carrying ? <input type="checkbox"/>	
17. Rushed out of the shop <input type="checkbox"/>	17. What did Michael see the man do ? <input type="checkbox"/>	
18. And jumped into a car <input type="checkbox"/>	18. What did the man do next ? <input type="checkbox"/>	
<b>RETELL TOTAL</b> <b>( PASS 50% = 9 )</b> <input type="checkbox"/>	<b>INFERENTIAL COMPREHENSION</b>	
	19. How was Michael different from the rest of his family ? <i>His family liked to watch TV.</i> <input type="checkbox"/>	
	20. Who do you think the man was ? Why ? <i>A robber. He had a mask over his face. The shouts and screams.</i> <input type="checkbox"/>	
	<b>COMPREHENSION</b> <b>TOTAL ( PASS 75% = 15 )</b> <input type="checkbox"/>	

<b>Accuracy</b> Pass 97%		Comments about Reading behaviour :   Recommended Instructional Reading Age :
<b>Retelling</b> Pass 50%		
<b>Comprehension</b> Pass 75%		

LITERAL COMPREHENSION : " To Give Away - One Goat "		Level 2
Section A : Retell	Section B : Questions to check Comprehension	
<p><i>After initial reading by student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.</i></p>		
<p><i>After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of events or details that the student has not retold in Section A.</i></p>		
1. Mum saw an advertisement in the newspaper	<input type="checkbox"/>	1. What did Mum see at the beginning of the story which started everything off ? <input type="checkbox"/>
2. The advertisement said "Goat to give away to a good home"	<input type="checkbox"/>	2. What did the advertisement say ? <input type="checkbox"/>
3. The family didn't have a goat and Mum had always wanted one	<input type="checkbox"/>	3. Why did Mum want a goat ? <input type="checkbox"/>
4. Dad said that goats eat everything	<input type="checkbox"/>	4. What did Dad say about goats ? <input type="checkbox"/>
5. Mum rang up anyway	<input type="checkbox"/>	5. What did Mum do about the advertisement ? <input type="checkbox"/>
6. Dad knew they were going to get a goat	<input type="checkbox"/>	6. What did Dad think was going to happen when Mum went to the phone ? <input type="checkbox"/>
7. The lady who gave away the goat said Milly was very clever	<input type="checkbox"/>	7. What did the lady who gave away the goat say about it ? <input type="checkbox"/>
8. Mum put Milly in the back seat of the car on an old blanket	<input type="checkbox"/>	8. How did Mum get Milly home ? <input type="checkbox"/>
9. On the way home Mum sang "Old MacDonald had a goat"	<input type="checkbox"/>	9. What did Mum do on the way home ? <input type="checkbox"/>
10. And the goat ate the blanket	<input type="checkbox"/>	10. What did the goat do on the way home ? <input type="checkbox"/>
11. Milly's new home was the back field	<input type="checkbox"/>	11. Where was Milly's new home ? <input type="checkbox"/>
12. Mum thought Milly would like living in the back field. Mum was wrong	<input type="checkbox"/>	12. How did Mum think Milly would feel about her new home ? Was she right ? <input type="checkbox"/>
13. It took Milly less than five minutes	<input type="checkbox"/>	13. How long did it take Milly to do something about being in the back field ? <input type="checkbox"/>
14. To find the hole in the fence	<input type="checkbox"/>	14. How did Milly get out of her field ? <input type="checkbox"/>
15. And get into the orchard	<input type="checkbox"/>	15. Where did she go once she got out of her field ? <input type="checkbox"/>
16. Dad said Milly would eat the trees	<input type="checkbox"/>	16. What was Dad worried about ? <input type="checkbox"/>
17. And went to get his tools to fix the fence	<input type="checkbox"/>	17. What was Dad going to do about the problem ? <input type="checkbox"/>
18. Dad was right. Milly was put back in her field	<input type="checkbox"/>	18. Was Dad right ? What happened to Milly ? <input type="checkbox"/>
<b>RETELL TOTAL</b> <b>( PASS 50% = 9 )</b>		<b>INFERENTIAL COMPREHENSION</b> 19. Do you think Milly was clever ? Why ? <input type="checkbox"/> <i>It only took her 5 mins to escape from her field.</i>
		20. Why did she escape ? <input type="checkbox"/> <i>She wanted something interesting to eat.</i>
		<b>COMPREHENSION</b> <b>TOTAL ( PASS 75% = 15 )</b>

Name: _____		Date : _____		Age : _____	
Title : Crow's Idea		Running Words : 180		Reading Age : 8 - 8½	
				Level 2	

<p>One year the dry season went on for much longer than usual.</p> <p>Everyone was thirsty. The lakes and ponds dried up. The rivers dried up. The grass died, and all the leaves fell off the trees.</p> <p>But still the rain did not come. It was a terrible drought.</p> <p>Crow was so thirsty, he didn't know what to do. He flew back and forth, looking for water. And the further he flew, the thirstier he became.</p> <p>Suddenly, as he was flying low over the plains, he noticed a water pot on the ground under a tree. He flew down and landed beside it. There were dead leaves from the thirsty tree all around the pot. Crow looked into the pot, and what did he see?</p> <p>A dead leaf. But the dead leaf was floating on water!</p> <p>The thirsty crow was so happy. "I've found water! I've found water!" he cried.</p> <p>He raised himself on tiptoes and put his head and beak over the side of the pot. But he couldn't reach the water.</p> <p>"Oh no," he cried. "My neck's too short!"</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <b>Analysis of uncorrected Reading miscues</b>  <small>Circle cues used during miscue</small> </div> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><td>1.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>2.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>3.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>4.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>97%</td><td>5.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td rowspan="5" style="writing-mode: vertical-rl; transform: rotate(180deg);">Instructional Level</td><td>6.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>7.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>8.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>9.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>10.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>94%</td><td>11.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td></td><td>12.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td></td><td>13.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td></td><td>14.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td></td><td>15.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td></td><td>16.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td></td><td>17.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td></td><td>18.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td></td><td>19.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td></td><td>20.</td><td>M</td><td>V</td><td>S</td></tr> </table> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <b>Analysis of self corrections</b>  <small>Circle cues used during miscue self correction</small> </div> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><td>1.</td><td>M</td><td>V</td><td>S</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>2.</td><td>M</td><td>V</td><td>S</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>3.</td><td>M</td><td>V</td><td>S</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>4.</td><td>M</td><td>V</td><td>S</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>5.</td><td>M</td><td>V</td><td>S</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>6.</td><td>M</td><td>V</td><td>S</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>7.</td><td>M</td><td>V</td><td>S</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>8.</td><td>M</td><td>V</td><td>S</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>9.</td><td>M</td><td>V</td><td>S</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>10.</td><td>M</td><td>V</td><td>S</td><td>M</td><td>V</td><td>S</td></tr> </table>	1.	M	V	S	2.	M	V	S	3.	M	V	S	4.	M	V	S	97%	5.	M	V	S	Instructional Level	6.	M	V	S	7.	M	V	S	8.	M	V	S	9.	M	V	S	10.	M	V	S	94%	11.	M	V	S		12.	M	V	S		13.	M	V	S		14.	M	V	S		15.	M	V	S		16.	M	V	S		17.	M	V	S		18.	M	V	S		19.	M	V	S		20.	M	V	S	1.	M	V	S	M	V	S	2.	M	V	S	M	V	S	3.	M	V	S	M	V	S	4.	M	V	S	M	V	S	5.	M	V	S	M	V	S	6.	M	V	S	M	V	S	7.	M	V	S	M	V	S	8.	M	V	S	M	V	S	9.	M	V	S	M	V	S	10.	M	V	S	M	V	S
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Accuracy Pass 97%		Comments about Reading behaviour :          Recommended Instructional Reading Age :
Retelling Pass 50%		
Comprehension Pass 75%		

LITERAL COMPREHENSION : " Crow's Idea "		Level 2
Section A : Retell	Section B : Questions to check Comprehension	
<p><i>After initial reading by student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.</i></p>	<p><i>After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of events or details that the student has not retold in Section A.</i></p>	
1. There was a much drier season than usual <input type="checkbox"/>	1. What was different about this season ? <input type="checkbox"/>	
2. Everyone was thirsty <input type="checkbox"/>	2. Because it was a dry season, how did the animals and birds feel ? <input type="checkbox"/>	
3. The lakes, ponds, and rivers dried up <input type="checkbox"/>	3. What dried up ? <input type="checkbox"/>	
4. The grass died and the leaves fell off the trees <input type="checkbox"/>	4. What happened to the plants ? <input type="checkbox"/>	
5. Still the rain didn't come It was a terrible drought <input type="checkbox"/>	5. Because there was no rain for a long time, what was the result ? <input type="checkbox"/>	
6. Crow was so thirsty he didn't know what to do <input type="checkbox"/>	6. How did Crow feel about the drought ? <input type="checkbox"/>	
7. He flew back and forth looking for water. <input type="checkbox"/>	7. What did Crow do to try and find water ? <input type="checkbox"/>	
8. The further he flew the thirstier he got <input type="checkbox"/>	8. What happened because of this ? <input type="checkbox"/>	
9. As Crow was flying low over the plains <input type="checkbox"/>	9. Where was Crow flying when he noticed something ? <input type="checkbox"/>	
10. He noticed a water pot on the ground under a tree <input type="checkbox"/>	10. What did he notice ? Where was the water pot ? <input type="checkbox"/>	
11. He flew down and landed beside it <input type="checkbox"/>	11. What did he do when he saw the water pot ? <input type="checkbox"/>	
12. There were dead leaves from the thirsty tree <input type="checkbox"/>	12. What was around the water pot ? <input type="checkbox"/>	
13. Crow looked into the pot <input type="checkbox"/>	13. What did he do once he had landed ? <input type="checkbox"/>	
14. He saw a dead leaf floating on water <input type="checkbox"/>	14. What did he see when he looked into the pot ? <input type="checkbox"/>	
15. Crow was very happy because he had found water <input type="checkbox"/>	15. How did he feel about what he saw in the pot ? <input type="checkbox"/>	
16. He got on his tiptoes and put his head and beak over the side of the pot <input type="checkbox"/>	16. How did he try to get the water in the pot ? <input type="checkbox"/>	
17. He couldn't reach the water <input type="checkbox"/>	17. Was he able to get the water ? <input type="checkbox"/>	
18. His neck was too short <input type="checkbox"/>	18. Why couldn't he get the water ? <input type="checkbox"/>	
<p><b>RETELL TOTAL</b> ( PASS 50% = 9 ) <input type="checkbox"/></p>	<p><b>INFERENTIAL COMPREHENSION</b></p> <p>19. How much water was there in the pot ? <i>Not much because he couldn't reach it.</i> <input type="checkbox"/></p> <p>20. What is a drought ? <i>When there is no rain and everything gets very dry.</i> <input type="checkbox"/></p>	
<p><b>COMPREHENSION</b> <b>TOTAL ( PASS 75% = 15 )</b> <input type="checkbox"/></p>		

**Informal Prose Inventory 2** Visit our website [www.sharpreading.com](http://www.sharpreading.com) for leveled instructional text 39

LITERAL COMPREHENSION : " Our Robot "		Level 3
Section A : Retell	Section B : Questions to check Comprehension	
<p><i>After initial reading by student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.</i></p>	<p><i>After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of events or details that the student has not retold in Section A.</i></p>	
1. The robot wants to do things humans do <input type="checkbox"/>	1. What is the matter with the robot ? <input type="checkbox"/>	
2. He wants to eat potato chips in front of TV <input type="checkbox"/>	2. What are the 4 things mentioned in the story that the robot wants to be able to do ? <input type="checkbox"/>	
3. He wants to travel on a number 19 bus <input type="checkbox"/>	3. <input type="checkbox"/>	
4. He wants to hang around in the mall <input type="checkbox"/>	4. <input type="checkbox"/>	
5. Last Father's Day he wanted to give Dad a present <input type="checkbox"/>	5. <input type="checkbox"/>	
6. Big sister Krystel said robots don't give Father's Day presents <input type="checkbox"/>	6. What did Krystel say to the robot ? <input type="checkbox"/>	
7. But robots can be stubborn <input type="checkbox"/>	7. What does the story say about how robots behave ? <input type="checkbox"/>	
8. The robot spent hours in the garden shed hammering like mad, making something <input type="checkbox"/>	8. What did the robot end up doing ? Whereabouts did he do it ? <input type="checkbox"/>	
9. On Father's Day the robot took everyone outside <input type="checkbox"/>	9. What happened on Father's Day ? <input type="checkbox"/>	
10. The present was in the middle of the road, in front of the house <input type="checkbox"/>	10. Where had the robot put the present ? <input type="checkbox"/>	
11. The robot made dad admire it from all angles <input type="checkbox"/>	11. What did the robot make dad do when he showed him the present ? <input type="checkbox"/>	
12. No one knew what it was <input type="checkbox"/>	12. What did the family think of the present ? <input type="checkbox"/>	
13. It was made of lots of bits and pieces, a bicycle wheel, a drainpipe and a doorbell <input type="checkbox"/>	13. What was the present made out of ? <input type="checkbox"/>	
14. Long pieces of string, lots of wood, hundreds of nails, and some sticky tape <input type="checkbox"/>	14. What else ? <input type="checkbox"/>	
15. Dad said it was very nice, just what he wanted <input type="checkbox"/>	15. What did Dad say to the robot about the present ? <input type="checkbox"/>	
16. Mum thought it was an ornament <input type="checkbox"/>	16. What did Mum think it was ? <input type="checkbox"/>	
17. The storyteller thought it might have been a kennel for the dog <input type="checkbox"/>	17. What did the person telling the story think it might have been ? <input type="checkbox"/>	
18. The robot said it was a time machine <input type="checkbox"/>	18. What did the robot say it was ? <input type="checkbox"/>	
<b>RETELL TOTAL</b> <b>( PASS 50% = 9 )</b> <input type="checkbox"/>	<b>INFERENTIAL COMPREHENSION</b>	
	19. Why did Krystel say that robots don't give Father's Day presents ? <i>Robots aren't supposed to have feelings.</i> <input type="checkbox"/>	
	20. Why did Dad say it was just what he had always wanted ? <i>He didn't want to be rude.</i> <input type="checkbox"/>	
	<b>COMPREHENSION</b> <b>TOTAL ( PASS 75% = 15 )</b> <input type="checkbox"/>	

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**Informal Prose Inventory 2** Visit our website [www.sharpreading.com](http://www.sharpreading.com) for leveled instructional text **41**

LITERAL COMPREHENSION : " Henry Mouse "		Level 3
Section A : Retell	Section B : Questions to check Comprehension	
<p><i>After initial reading by student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.</i></p>		<p><i>After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of events or details that the student has not retold in Section A.</i></p>
1. Henry stood outside the burrow under the old log <input type="checkbox"/>	1. Where was Henry at the start of the story ? <input type="checkbox"/>	
2. He could never go back to his old home <input type="checkbox"/>	2. What did he know he could never do ? <input type="checkbox"/>	
3. He cleaned his whiskers then began to walk <input type="checkbox"/>	3. What were the first two things he did ? <input type="checkbox"/>	
4. He followed the path he knew down to the stream <input type="checkbox"/>	4. Where did he go first of all ? <input type="checkbox"/>	
5. Where he had been frightened by the rat the night before <input type="checkbox"/>	5. What had happened at the stream the night before ? <input type="checkbox"/>	
6. Then he knew he had to find somewhere to hide <input type="checkbox"/>	6. He knew he had to do something. What was it ? <input type="checkbox"/>	
7. He had to be safe from the wind and the rain <input type="checkbox"/>	7. What were the dangers he needed to be safe from ? <input type="checkbox"/>	
8. Also the owls and other dangers <input type="checkbox"/>	8. What other dangers were there ? <input type="checkbox"/>	
9. As night wore on he moved further away from the places he knew <input type="checkbox"/>	9. As the night wore on, where did he go ? <input type="checkbox"/>	
10. He ran from tree to tree, rock to rock, listening , sniffing for sounds / smells of danger <input type="checkbox"/>	10. While he was moving around, what was he doing to try and protect himself from danger ? <input type="checkbox"/>	
11. Fear gripped him deep inside <input type="checkbox"/>	11. How was he feeling ? <input type="checkbox"/>	
12. Henry found a rock with a gap on one side <input type="checkbox"/>	12. What was the hiding place he found ? <input type="checkbox"/>	
13. He squeezed into the gap He found a small hollow under the rock <input type="checkbox"/>	13. How did he get in ? What sort of place did he find when he got through the gap ? <input type="checkbox"/>	
14. Henry came face to face with another mouse The mouse was about his own size and age <input type="checkbox"/>	14. What else did he find in the hollow ? Describe the other mouse. <input type="checkbox"/>	
15. Henry knew the other mouse was a male from its smell <input type="checkbox"/>	15. What did he know about this other mouse ? How did he know it was a male ? <input type="checkbox"/>	
16. Henry and the stranger circled each other sniffing, sizing each other out <input type="checkbox"/>	16. What was the first thing the two mice did ? <input type="checkbox"/>	
17. The stranger attacked first <input type="checkbox"/>	17. Who attacked first ? <input type="checkbox"/>	
18. The stranger had been there first By rights the hollow belonged to him <input type="checkbox"/>	18. Why did the other mouse attack first ? <input type="checkbox"/>	
<p><b>RETELL TOTAL</b> ( PASS 50% = 9 ) <input type="text"/></p>		<p><b>INFERENTIAL COMPREHENSION</b></p>
		19. Fear gripped him deep inside - what does that mean ? <i>He was very frightened.</i> <input type="checkbox"/>
		20. What was Henry frightened of ? <i>Other animals that might catch him.</i> <input type="checkbox"/>
		<p><b>COMPREHENSION</b> <b>TOTAL ( PASS 75% = 15 )</b> <input type="text"/></p>

Name: _____		Date : _____		Age : _____	
Title : <b>Ants</b>		Running Words : <b>242</b>		Reading Age : <b>9 - 10</b>	
				Level <b>4</b>	

<p>Hamish liked honey. He liked honey sandwiches, fresh bread with honey, and honey on hot buttered toast. In winter, he liked hot lemon drinks flavoured with honey. In hot weather, he liked banana milkshakes flavoured with...honey. When the hot weather arrived, so did the ants. First of all, Hamish saw one ant on his big toe when he was playing football in the driveway. He wiggled his foot and squashed the ant. A week later, there were hundreds of ants marching up the driveway. Hamish got the garden hose and washed them all away. Next day they were back. Hamish wondered whether they were the same ants or different ones. One Saturday morning Hamish was spreading strawberry jam on his toast when a big splodge of jam dropped onto the bench. When he came back to make himself a sandwich for lunch, the splodge of bright red jam was black and squirming. Lines of tiny black insects were streaming all over the yellow kitchen bench. The ants were having a feast. Hamish grabbed the tea towel and flicked them into the sink. That afternoon, Hamish cut himself a slice of fresh, white bread and spread honey thickly on it. "Yum!" he said as the sweetness filled his mouth. Then Hamish felt something crunchy between his teeth. He looked at his slice of bread. Four black ants were swimming in the golden honey. "Yuk!" he shouted and spat into the bin.</p>	<b>Analysis of uncorrected Reading miscues</b> <small>Circle cues used during miscue</small>					
	1.	M	V	S		
	2.	M	V	S		
	3.	M	V	S		
	4.	M	V	S		
	5.	M	V	S		
	6.	M	V	S		
	97%	7.	M	V	S	
	Instructional Level	8.	M	V	S	
		9.	M	V	S	
		10.	M	V	S	
		11.	M	V	S	
		12.	M	V	S	
		13.	M	V	S	
		14.	M	V	S	
	94%	15.	M	V	S	
	16.	M	V	S		
	17.	M	V	S		
	18.	M	V	S		
	19.	M	V	S		
20.	M	V	S			
<b>Analysis of self corrections</b> <small>Circle cues used during miscue self correction</small>						
1.	M	V	S	M	V	S
2.	M	V	S	M	V	S
3.	M	V	S	M	V	S
4.	M	V	S	M	V	S
5.	M	V	S	M	V	S
6.	M	V	S	M	V	S
7.	M	V	S	M	V	S
8.	M	V	S	M	V	S
9.	M	V	S	M	V	S
10.	M	V	S	M	V	S

Accuracy Pass 97%		Comments about Reading behaviour :          Recommended Instructional Reading Age :
Retelling Pass 50%		
Comprehension Pass 75%		

LITERAL COMPREHENSION : "Ants" Level 4	
Section A : Retell	Section B : Questions to check Comprehension
<p><i>After initial reading by student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.</i></p>	<p><i>After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of events or details that the student has not retold in Section A.</i></p>
1. Hamish liked honey <input type="checkbox"/>	1. What was it that Hamish liked ? <input type="checkbox"/>
2. He liked honey sandwiches, fresh bread with honey and honey on hot buttered toast <input type="checkbox"/>	2. What food did he like to have honey on ? <input type="checkbox"/>
3. In winter he liked hot lemon drinks flavoured with honey <input type="checkbox"/>	3. What did he like to have honey with in winter ? <input type="checkbox"/>
4. In hot weather he liked banana milkshakes flavoured with honey <input type="checkbox"/>	4. What did he like to have honey with in hot weather ? <input type="checkbox"/>
5. When the hot weather arrived, so did the ants <input type="checkbox"/>	5. What happened when the hot weather arrived ? <input type="checkbox"/>
6. He first saw one on his big toe when he was playing football in the driveway <input type="checkbox"/>	6. What was he doing when he saw the first ant ? Where was the ant ? <input type="checkbox"/>
7. He wiggled his foot and squashed the ant <input type="checkbox"/>	7. What did he do with the first ant he saw ? <input type="checkbox"/>
8. A week later there were hundreds of ants marching up the driveway <input type="checkbox"/>	8. When did Hamish next see ants ? How many were there ? What were they doing ? <input type="checkbox"/>
9. He washed them away with the garden hose <input type="checkbox"/>	9. What did he do to the ants on the driveway ? <input type="checkbox"/>
10. Next day they were back. He wondered if they were the same ones <input type="checkbox"/>	10. How long was it before he saw the ants again ? What did he think when he saw the ants again ? <input type="checkbox"/>
11. Saturday morning he was spreading strawberry jam on his toast. Jam dropped on the bench <input type="checkbox"/>	11. What was Hamish doing on Saturday morning ? What happened while he was spreading the jam ? <input type="checkbox"/>
12. When he made a sandwich for lunch, the splodge of red jam was black and squirming <input type="checkbox"/>	12. When he came back at lunchtime, what had happened to the jam ? <input type="checkbox"/>
13. Lines of tiny, black insects were streaming all over the yellow kitchen bench <input type="checkbox"/>	13. What else did he see on the bench ? <input type="checkbox"/>
14. Hamish grabbed the tea towel and flicked them into the sink <input type="checkbox"/>	14. What did he do this time to get rid of the ants ? <input type="checkbox"/>
15. That afternoon Hamish had a slice of fresh, white bread and spread honey thickly on it <input type="checkbox"/>	15. What happened later that afternoon ? <input type="checkbox"/>
16. Hamish felt something crunchy between his teeth <input type="checkbox"/>	16. When did Hamish first notice the ants this time ? <input type="checkbox"/>
17. There were 4 black ants swimming in the golden honey <input type="checkbox"/>	17. What did he see when he looked at his slice of bread ? <input type="checkbox"/>
18. "Yuk" he shouted and spat into the bin <input type="checkbox"/>	18. What did he do when he realised what was happening ? <input type="checkbox"/>
<p><b>RETELL TOTAL</b> ( PASS 50% = 9 ) <input type="text"/></p>	<p><b>INFERENTIAL COMPREHENSION</b></p>
	19. Why was the splodge of jam black and squirming? <i>The ants had found it.</i> <input type="checkbox"/>
	20. How did the ants get into Hamish's mouth ? <i>They must have been in the honey.</i> <input type="checkbox"/>
	<p><b>COMPREHENSION</b> <b>TOTAL ( PASS 75% = 15 )</b> <input type="text"/></p>

Name:		Date :		Age :	
Title : Ben's First Disco		Running Words : 233		Reading Age : 9 - 10	
				Level 4	

<p>Ben's father was embarrassing. It wasn't his arguments with the next door neighbour or the funny old clothes he wore that Ben minded. He didn't even care that much when Dad started chatting to strangers as if they were old friends. What really bothered Ben about his father was his great enthusiasm for everything Ben did. At school concerts, he sat in the front row and always clapped the loudest.</p> <p>"Bravo, Ben! Encore!" he would shout, standing up and beaming around at the hall full of parents.</p> <p>"Great tackle, Ben! Nice shot!" he would scream, running up and down the sideline of the soccer field, whenever Ben managed to get his foot to the ball. Worst of all, he sometimes hugged Ben in front of his friends. Ben hadn't minded it when he was younger. He'd liked his dad coming to watch him play sport and he enjoyed his big bear hugs. It made him feel warm and wanted. But now he was eleven. A boy didn't need his father hanging around any more. Especially at his first disco, he thought as he read the notice that was being handed around the class. Ben was pretty excited about the disco but he did have one or two problems. Would Kate want to dance with him? And, most importantly, would his father want to come?</p> <p>The very idea made Ben feel sick with worry.</p>	<b>Analysis of uncorrected Reading miscues</b> <small>Circle cues used during miscue</small>						
	1.	M	V	S			
	2.	M	V	S			
	3.	M	V	S			
	4.	M	V	S			
	5.	M	V	S			
	6.	M	V	S			
	97%	7.	M	V	S		
	Instructional Level	8.	M	V	S		
		9.	M	V	S		
		10.	M	V	S		
		11.	M	V	S		
		12.	M	V	S		
		13.	M	V	S		
		14.	M	V	S		
	94%	15.	M	V	S		
	16.	M	V	S			
	17.	M	V	S			
	18.	M	V	S			
	19.	M	V	S			
	20.	M	V	S			
	<b>Analysis of self corrections</b> <small>Circle cues used during miscue self correction</small>						
	1.	M	V	S	M	V	S
	2.	M	V	S	M	V	S
3.	M	V	S	M	V	S	
4.	M	V	S	M	V	S	
5.	M	V	S	M	V	S	
6.	M	V	S	M	V	S	
7.	M	V	S	M	V	S	
8.	M	V	S	M	V	S	
9.	M	V	S	M	V	S	
10.	M	V	S	M	V	S	

Accuracy Pass 97%		Comments about Reading behaviour :          Recommended Instructional Reading Age :
Retelling Pass 50%		
Comprehension Pass 75%		

LITERAL COMPREHENSION : "Ben's First Disco" Level 4	
Section A : Retell	Section B : Questions to check Comprehension
<p><i>After initial reading by student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.</i></p>	<p><i>After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of events or details that the student has not retold in Section A.</i></p>
1. Ben's father was embarrassing <input type="checkbox"/>	1. What was the problem with Ben's father ? <input type="checkbox"/>
2. Ben didn't mind his arguments with the next door neighbours <input type="checkbox"/>	2. What were the 3 things that Dad did which Ben <i>didn't</i> mind ? <input type="checkbox"/>
3. Or the funny old clothes he wore <input type="checkbox"/>	3. <input type="checkbox"/>
4. He didn't care when Dad started chatting to strangers as if they were old friends <input type="checkbox"/>	4. <input type="checkbox"/>
5. He was bothered by his father's great enthusiasm for everything he did <input type="checkbox"/>	5. What was it that really bothered Ben about his father ? <input type="checkbox"/>
6. At school concerts he sat in the front row and always clapped the loudest <input type="checkbox"/>	6. In what ways did Dad show his enthusiasm ? <input type="checkbox"/>
7. He would shout, stand up and beam at all the hall full of parents <input type="checkbox"/>	7. What else would Dad do at school concerts ? <input type="checkbox"/>
8. "Great tackle. Nice shot" he would scream, running up and down the soccer field sidelines <input type="checkbox"/>	8. What would Dad do at soccer matches ? <input type="checkbox"/>
9. Worst of all he sometimes hugged Ben in front of his friends <input type="checkbox"/>	9. What was the worst thing Dad did in front of Ben's friends ? <input type="checkbox"/>
10. Ben hadn't minded it when he was younger <input type="checkbox"/>	10. What was different for Ben when he was younger ? <input type="checkbox"/>
11. He liked Dad coming to watch him play sport and enjoyed his bear hugs <input type="checkbox"/>	11. What did Ben <i>use</i> to like Dad doing ? <input type="checkbox"/>
12. It made him feel warm and wanted <input type="checkbox"/>	12. How did Ben <i>use</i> to feel about the things Dad did ? <input type="checkbox"/>
13. But now he was eleven and didn't need his father hanging around anymore <input type="checkbox"/>	13. What had changed that made him feel differently ? <input type="checkbox"/>
14. Ben's first disco was coming up <input type="checkbox"/>	14. What was the special event that was coming up ? <input type="checkbox"/>
15. Ben was pretty excited but had some problems <input type="checkbox"/>	15. How did Ben feel about the disco ? <input type="checkbox"/>
16. Would Kate want to dance with him <input type="checkbox"/>	16. What were two things to do with the disco that Ben was worried about ? <input type="checkbox"/>
17. Would his father want to come <input type="checkbox"/>	17. <input type="checkbox"/>
18. The idea of his Dad wanting to come to the disco made him feel sick with worry <input type="checkbox"/>	18. How did Ben feel about Dad coming to the disco ? <input type="checkbox"/>
<p><b>RETELL TOTAL</b> ( PASS 50% = 9 ) <input type="text"/></p>	<p><b>INFERNENTIAL COMPREHENSION</b></p>
	19. What made Ben think about the disco ? <i>There was a notice being handed around his class.</i> <input type="checkbox"/>
	20. Why didn't he want his Dad hanging around anymore ? <i>When you're older it's not cool to have your Dad around.</i> <input type="checkbox"/>
	<p><b>COMPREHENSION</b> <b>TOTAL ( PASS 75% = 15 )</b> <input type="text"/></p>

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LITERAL COMPREHENSION : "After the Storm" Level 5	
Section A : Retell	Section B : Questions to check Comprehension
<p><i>After initial reading by student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.</i></p>	<p><i>After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of events or details that the student has not retold in Section A.</i></p>
1. There was water everywhere the morning after the storm <input type="checkbox"/>	1. What was it like on the morning after the storm ? <input type="checkbox"/>
2. Tessa and the storyteller followed Dad down to the river <input type="checkbox"/>	2. What did Tessa and the storyteller do first ? <input type="checkbox"/>
3. Lots of people were looking to see what the river had brought down during the storm <input type="checkbox"/>	3. Why were there lots of people at the river ? <input type="checkbox"/>
4. Near the river mouth there were lots of trees lying in the mud <input type="checkbox"/>	4. What did they see at the river mouth ? <input type="checkbox"/>
5. The trees looked like they were waiting for a giant to replant them <input type="checkbox"/>	5. What did the trees look like they were doing ? <input type="checkbox"/>
6. The dads started their chainsaws <input type="checkbox"/>	6. What did the dads do about the mess ? <input type="checkbox"/>
7. The mothers and the children loaded trailers with firewood <input type="checkbox"/>	7. What did the mothers and the children do down at the river ? <input type="checkbox"/>
8. Tessa and the storyteller helped Dad for a while with the firewood <input type="checkbox"/>	8. What did Tessa and the storyteller do first of all down at the river ? <input type="checkbox"/>
9. Then they went exploring They found something buried in the mud <input type="checkbox"/>	9. What did Tessa suggest they do after a while ? What did they find ? Where was it ? <input type="checkbox"/>
10. The storyteller thought it was a fridge Tessa thought it was too small for a fridge. <input type="checkbox"/>	10. What did the storyteller think it was ? Tessa disagreed with her. Why? <input type="checkbox"/>
11. Tessa thought it must be hollow to have floated <input type="checkbox"/>	11. What did Tessa say about how the box got there? <input type="checkbox"/>
12. It didn't sound hollow and there was no door <input type="checkbox"/>	12. What did they notice about the box once they had had a good look ? <input type="checkbox"/>
13. They went home to get Dad's sledgehammer and crowbar <input type="checkbox"/>	13. What did they decide to do to open the box ? <input type="checkbox"/>
14. They took turns at bashing at the rusty box It was hard work <input type="checkbox"/>	14. When they arrived back with the tools, what did they do ? Was it an easy job ? <input type="checkbox"/>
15. Blobs of mud splattered on their arms and legs, dried, and flaked off <input type="checkbox"/>	15. What happened to them as they worked ? <input type="checkbox"/>
16. Dad came to see what they were doing He thought it was probably an old furnace <input type="checkbox"/>	16. What did Dad do when he saw them at work ? What did he think the box was ? <input type="checkbox"/>
17. Dad told them to look after the tools then wandered off <input type="checkbox"/>	17. What did he remind the girls to do ? <input type="checkbox"/>
18. Tessa thought Dad would have been more excited about what they had found <input type="checkbox"/>	18. What did Tessa say about Dad as he walked off ? <input type="checkbox"/>
<p><b>RETELL TOTAL</b> ( PASS 50% = 9 ) <input type="text"/></p>	<p><b>INFERENTIAL COMPREHENSION</b></p>
	19. "Even the sunshine felt wet." What does this mean? <i>It's a way of saying that everything was VERY wet.</i> <input type="checkbox"/>
	20. What had happened to the trees ? <i>The river had flooded and knocked them over.</i> <input type="checkbox"/>
	<p><b>COMPREHENSION</b> <b>TOTAL ( PASS 75% = 15 )</b> <input type="text"/></p>

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LITERAL COMPREHENSION : "Chirpy"		Level 5
Section A : Retell	Section B : Questions to check Comprehension	
<p><i>After initial reading by student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.</i></p>		<p><i>After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of events or details that the student has not retold in Section A.</i></p>
1. It was dark outside when Smoky came into the kitchen <input type="checkbox"/>	1. What time of day was it ? <input type="checkbox"/>	
2. Cam could tell she had something in her mouth by the way she meowed <input type="checkbox"/>	2. How could Cam tell that Smoky had caught something without seeing it ? <input type="checkbox"/>	
3. It was a cricket. It's spiky black legs dangled from the cat's mouth <input type="checkbox"/>	3. What could Cam see in Smoky's mouth ? What was it ? <input type="checkbox"/>	
4. Smoky dropped the cricket on the floor and it lay still <input type="checkbox"/>	4. What did Smoky do with the cricket ? What did the cricket do when Smoky dropped it? <input type="checkbox"/>	
5. Usually the crickets would jump and hop when Smoky let them go <input type="checkbox"/>	5. What usually happened when Smoky let crickets go like this ? <input type="checkbox"/>	
6. Smoky knew how to cripple the cricket so she could play with it until she scrunched it <input type="checkbox"/>	6. What did Smoky do to a cricket before she killed it ? <input type="checkbox"/>	
7. Cam thought she had killed this one <input type="checkbox"/>	7. What did Cam think had happened to this cricket ? <input type="checkbox"/>	
8. Cam pushed Smoky away and picked up the corpse <input type="checkbox"/>	8. What did Cam do with the cricket ? <input type="checkbox"/>	
9. Cam got a shock. The cricket came to life in his hands and wriggled <input type="checkbox"/>	9. What happened after Cam picked the cricket up? <input type="checkbox"/>	
10. The insect slipped through his fingers and fell to the floor <input type="checkbox"/>	10. Once the cricket came to life, what happened to it ? <input type="checkbox"/>	
11. Smoky pounced <input type="checkbox"/>	11. What did Smoky do when the cricket fell to the floor ? <input type="checkbox"/>	
12. The cricket hopped, dodged the cat's paws <input type="checkbox"/>	12. What did the cricket do once it fell to the floor ? <input type="checkbox"/>	
13. And disappeared under the dishwasher <input type="checkbox"/>	13. Where did the cricket go ? <input type="checkbox"/>	
14. Smoky waited for a couple of minutes for it to come out <input type="checkbox"/>	14. Once the cricket disappeared what did Smoky do ? <input type="checkbox"/>	
15. Smoky lost interest and wandered into the living room to be with Cam's dad watching TV <input type="checkbox"/>	15. After waiting for a while, what did Smoky do next ? <input type="checkbox"/>	
16. Cam shone a light underneath the dishwasher <input type="checkbox"/>	16. What did Cam do to try and find the cricket ? <input type="checkbox"/>	
17. The beam picked out cobwebs, dust, salted peanuts but no cricket <input type="checkbox"/>	17. What did he see under the dishwasher ? Was the cricket under the dishwasher ? <input type="checkbox"/>	
18. Cam thought the cricket was injured and would end up dying under the dishwasher <input type="checkbox"/>	18. What did Cam think would happen to the cricket? <input type="checkbox"/>	
<b>RETELL TOTAL</b> <b>( PASS 50% = 9 )</b> <input type="text"/>	<b>INFERENTIAL COMPREHENSION</b>	
	19. "You've overdone it this time Smoky." What did Cam mean ? <i>Smoky had already killed the cricket.</i> <input type="checkbox"/>	
	20. Where did Cam think the cricket had gone ? <i>He thought it was somewhere under the dishwasher.</i> <input type="checkbox"/>	
<b>COMPREHENSION</b> <b>TOTAL ( PASS 75% = 15 )</b> <input type="text"/>		

Name: _____		Date : _____		Age : _____	
Title : The Shoplifter		Running Words : 263		Reading Age : 11 - 12	
				Level 6	

<p>I feel so embarrassed. I never want to go back there again. I'm furious with Mark. My mother will kill me if she finds out.</p> <p>At lunchtime, Mark had started going on about a new snowboarding magazine he had seen at the book shop. So there we are standing outside the shop and suddenly Mark gets all shifty and acts like he is really cool.</p> <p>"We really need that magazine. I'll show you how to get it for nothing !"</p> <p>I knew what was coming next. I had my suspicions about Mark and his snowboarding magazine collection. Before I knew it I had followed him into the shop and there was no going back.</p> <p>"Just start reading a magazine and keep an eye on old Mr. Jefferies," whispered Mark as he moved off to the snowboarding magazine section.</p> <p>Panic set in. All those lectures from my Dad about shoplifting came flooding back. "Right we're out of here," said Mark as he brushed past me. Mr. Jefferies seemed to be staring right at my reddening face. Quickly, I turned towards the shop entrance and almost knocked an old lady to the ground.</p> <p>Mark was waiting for me around the corner. Grinning from ear to ear, he pulled out the snowboarding magazine from under his sweatshirt. Nervously I looked over my shoulder expecting to see Mr. Jefferies hurrying after us.</p> <p>Suddenly Mark burst out laughing. "Well look at you. The professional. There's nothing much I need to teach you !" I was confused. What did he mean.</p> <p>And then I realized. In my hand was this month's Pro Wrestling magazine.</p>	<b>Analysis of uncorrected Reading miscues</b> <small>Circle cues used during miscue</small>						
	1.	M	V	S			
	2.	M	V	S			
	3.	M	V	S			
	4.	M	V	S			
	5.	M	V	S			
	6.	M	V	S			
	97%	7.	M	V	S		
	Instructional Level	8.	M	V	S		
		9.	M	V	S		
		10.	M	V	S		
		11.	M	V	S		
		12.	M	V	S		
		13.	M	V	S		
		14.	M	V	S		
		15.	M	V	S		
	94%	16.	M	V	S		
	17.	M	V	S			
	18.	M	V	S			
	19.	M	V	S			
	20.	M	V	S			
	<b>Analysis of self corrections</b> <small>Circle cues used during miscue      self correction</small>						
	1.	M	V	S	M	V	S
	2.	M	V	S	M	V	S
	3.	M	V	S	M	V	S
4.	M	V	S	M	V	S	
5.	M	V	S	M	V	S	
6.	M	V	S	M	V	S	
7.	M	V	S	M	V	S	
8.	M	V	S	M	V	S	
9.	M	V	S	M	V	S	
10.	M	V	S	M	V	S	

Accuracy Pass 97%		Comments about Reading behaviour :          Recommended Instructional Reading Age :
Retelling Pass 50%		
Comprehension Pass 75%		

LITERAL COMPREHENSION : "The Shoplifter"		Level 6
Section A : Retell	Section B : Questions to check Comprehension	
<p><i>After initial reading by student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.</i></p>		<p><i>After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of events or details that the student has not retold in Section A.</i></p>
1. The storyteller felt very embarrassed He didn't want to go back to the shop again	<input type="checkbox"/>	1. How did the storyteller feel at the beginning of the story ? What was it he didn't want to do again? <input type="checkbox"/>
2. He was furious with Mark. He said his mother would kill him if she found out	<input type="checkbox"/>	2. How did the storyteller feel about Mark ? What did he think his mother would do ? <input type="checkbox"/>
3. At lunchtime Mark went on about a new snowboarding magazine he had seen at the book shop	<input type="checkbox"/>	3. What started everything off ? <input type="checkbox"/>
4. They were standing outside the book shop Mark started getting shifty and acted real cool	<input type="checkbox"/>	4. What was happening outside the shop? <input type="checkbox"/>
5. Mark said that they really needed the magazine and he would show how to get it for nothing	<input type="checkbox"/>	5. What did Mark want to do? Why ? <input type="checkbox"/>
6. The storyteller knew what was coming next. He was suspicious about Mark's magazine collection	<input type="checkbox"/>	6. How did the storyteller think about what Mark was going to do? <input type="checkbox"/>
7. Before he knew it he had followed Mark into the shop and there was no going back	<input type="checkbox"/>	7. What did he do about it (when Mark went into the shop) ? <input type="checkbox"/>
8. Mark told the storyteller to read a magazine and keep an eye on old Mr Jefferies	<input type="checkbox"/>	8. What did Mark tell the storyteller to do once they were in the shop ? <input type="checkbox"/>
9. Mark moved off to the snowboarding magazine section	<input type="checkbox"/>	9. What did Mark do once they were in the shop ? <input type="checkbox"/>
10. The storyteller started to panic. His Dad's lectures about shoplifting came flooding back	<input type="checkbox"/>	10. How did the boy feel when Mark moved off ? What did he remember ? <input type="checkbox"/>
11. "Right we're out of here," said Mark as he brushed past the storyteller	<input type="checkbox"/>	11. What did Mark say to him next ? <input type="checkbox"/>
12. The storyteller thought Mr Jefferies was staring right at him and his face was going red	<input type="checkbox"/>	12. What did the boy think Mr Jefferies was doing in the shop ? How did that make him feel ? <input type="checkbox"/>
13. Quickly, he turned towards the shop entrance He almost knocked an old lady to the ground	<input type="checkbox"/>	13. What happened when the boy went to leave the shop ? <input type="checkbox"/>
14. Mark was waiting around the corner, grinning. He pulled the magazine out from his sweatshirt	<input type="checkbox"/>	14. Where was Mark waiting for him ? What did Mark do as the boy came up to him ? <input type="checkbox"/>
15. The storyteller looked over his shoulder expecting Mr Jefferies to be coming after them	<input type="checkbox"/>	15. What was the storyteller worried about once he left the shop ? What was he expecting ? <input type="checkbox"/>
16. Mark laughed and called him "the professional" "There's nothing much I need to teach you"	<input type="checkbox"/>	16. What did Mark say to the storyteller once they met up again outside ? <input type="checkbox"/>
17. The storyteller didn't know what Mark was talking about	<input type="checkbox"/>	17. How did the storyteller react to what Mark said? <input type="checkbox"/>
18. The boy realized he had a Pro Wrestling magazine in his hand	<input type="checkbox"/>	18. What was the storyteller holding ? <input type="checkbox"/>
<p><b>RETELL TOTAL</b> ( PASS 50% = 9 )</p>		<p><b>INFERENTIAL COMPREHENSION</b></p>
		<p>19. Why did the boy's face go red in the shop ? <i>He knew they were doing something wrong</i> <input type="checkbox"/></p>
		<p>20. Why did Mark call him "the professional"? <i>Because he had stolen the magazine without trying</i> <input type="checkbox"/></p>
		<p><b>COMPREHENSION</b> <b>TOTAL ( PASS 75% = 15 )</b></p>

**Informal Prose Inventory 2** Visit our website [www.sharpreading.com](http://www.sharpreading.com) for leveled instructional text **53**

LITERAL COMPREHENSION : "Zena finds Food"		Level 6
Section A : Retell	Section B : Questions to check Comprehension	
<p><i>After initial reading by student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.</i></p>		
1. Zena was a fat and lazy cat <input type="checkbox"/>	1. What do we find out about Zena at the start of the story ? <input type="checkbox"/>	
2. It wasn't because of extra meals. It was the result of being totally spoilt over a long time <input type="checkbox"/>	2. Why was Zena fat and lazy ? <input type="checkbox"/>	
3. She wasn't interested in exercise Her days were spent eating and sleeping <input type="checkbox"/>	3. How did Zena feel about exercise ? What did she spend all day doing ? <input type="checkbox"/>	
4. She was pure white which made her size more obvious <input type="checkbox"/>	4. What does the story say about her colour and her size ? <input type="checkbox"/>	
5. When she walked it looked like she had swallowed a football <input type="checkbox"/>	5. What happened when she walked ? <input type="checkbox"/>	
6. When she lay on the kitchen tiles with her legs in the air <input type="checkbox"/>	6. What did Zena like to do on the kitchen floor ? <input type="checkbox"/>	
7. Her jelly belly spread out She could easily be mistaken for a rug <input type="checkbox"/>	7. What was the problem when she lay on the kitchen tiles ? <input type="checkbox"/>	
8. Her owner took her for a check-up one day The vet said she needed to go on a diet <input type="checkbox"/>	8. Where did her owner take her one day ? What did the vet say ? <input type="checkbox"/>	
9. When Zena turned up for a meal that night she was horrified...water and dry cat biscuits <input type="checkbox"/>	9. What changed after the visit to the vet ? <input type="checkbox"/>	
10. Zena said "Where's my steak" and went to her basket to sulk <input type="checkbox"/>	11. What did Zena say, and what did she do when she discovered the changes (to her food) ? <input type="checkbox"/>	
11. Zena hoped it was a bad dream but it was the same for breakfast and lunch <input type="checkbox"/>	11. What did Zena hope that these changes were ? What did she find out the next day ? <input type="checkbox"/>	
12. She had heard that some of the cats in the neighbourhood hunted for food <input type="checkbox"/>	12. What had Zena heard about some of the other cats in the neighbourhood ? <input type="checkbox"/>	
13. Zena decided to take action She went out to the garden to explore the menu <input type="checkbox"/>	13. What did Zena decide to do about her problem with meals ? <input type="checkbox"/>	
14. The birds took no notice because Zena never usually bothered them <input type="checkbox"/>	14. How did the birds in the garden react to Zena ? Why did they react this way ? <input type="checkbox"/>	
15. Zena crouched in a hunting position and watched her prey <input type="checkbox"/>	15. What did Zena do once she was in the garden ? <input type="checkbox"/>	
16. The birds came closer and closer pecking at the worms and insects in the lawn <input type="checkbox"/>	16. What did the birds do as Zena crouched and watched <input type="checkbox"/>	
17. Zena's hunting instincts returned as she lay in wait. The targets came closer <input type="checkbox"/>	17. What came back to Zena as she lay in wait ? <input type="checkbox"/>	
18. She tensed her muscles ready to strike .....and fell asleep in the hot sun <input type="checkbox"/>	18. What happened at the end of the story ? <input type="checkbox"/>	
<b>RETELL TOTAL</b> <b>( PASS 50% = 9 )</b> <input type="text"/>	<b>INFERENTIAL COMPREHENSION</b> 19. Why did the birds in the garden take no notice of Zena ? <i>She had never hunted them before.</i> <input type="checkbox"/> 20. Zena went into the garden to "explore the menu" What does that mean? <i>To see what there was to eat.</i> <input type="checkbox"/>	
<b>COMPREHENSION</b> <b>TOTAL ( PASS 75% = 15 )</b> <input type="text"/>		

Name:		Date :		Age :				
Title : The Doughnut		Running Words : 278		Reading Age : 12 - 13      Level 7				
<p>I'm not taking all the blame. It's Dad's fault, too. If he hadn't slept in I wouldn't have missed the bus and been late for school. If I hadn't been late for school, I would have been in class instead of alone in the hall. And if I hadn't been alone, I wouldn't have been tempted. Mandy, she's to blame, too. She knows I love doughnuts. She should have kept her pack shut. I wouldn't have done it if it was just an ordinary doughnut. But it wasn't. It was special - long and golden brown, sprinkled with sticky brown sugar. And cream. Lovely fresh cream mixed with strawberry jam. My mouth waters and my stomach rumbles just thinking about it. Ooh! And when the sweet scents wafted up and tickled my nostrils, I had to have a taste. Just a finger of cream and jam, though. Mmm, if only it had been one finger.....It was two, and then three. Then the doughnut was out of the bag. I was licking mouthfuls of cinnamon sugar. Delicious cinnamon sugar that touched my tongue and melted. I couldn't stop myself. I really couldn't. I chomped into crispy dough. A couple of chews, a swallow, and another bite. I kept on licking, biting, chewing, swallowing until it was gone. I grabbed the bag, ripped it, licked it clean. I was out of control.....</p> <p>I don't care. No one can prove it was me. No one saw me. Miss Grey will be angry. She'll ask questions, but she won't know it was me. The only way any one can find out is to cut me open and they won't do that.</p>				Analysis of uncorrected Reading miscues Circle cues used during miscue				
				1.	M	V	S	
				2.	M	V	S	
				3.	M	V	S	
				4.	M	V	S	
				5.	M	V	S	
				6.	M	V	S	
				7.	M	V	S	
				97%	8.	M	V	S
				Instructional Level	9.	M	V	S
					10.	M	V	S
					11.	M	V	S
					12.	M	V	S
					13.	M	V	S
					14.	M	V	S
					15.	M	V	S
					16.	M	V	S
				94%	17.	M	V	S
					18.	M	V	S
					19.	M	V	S
20.	M	V	S					
Analysis of self corrections Circle cues used during miscue      self correction								
1.	M	V	S	M	V	S		
2.	M	V	S	M	V	S		
3.	M	V	S	M	V	S		
4.	M	V	S	M	V	S		
5.	M	V	S	M	V	S		
6.	M	V	S	M	V	S		
7.	M	V	S	M	V	S		
8.	M	V	S	M	V	S		
9.	M	V	S	M	V	S		
10.	M	V	S	M	V	S		
Accuracy				Comments about Reading behaviour :				
Pass 97%								
Retelling				Recommended Instructional Reading Age :				
Pass 50%								
Comprehension								
Pass 75%								

LITERAL COMPREHENSION : "The Doughnut"		Level 7
Section A : Retell	Section B : Questions to check Comprehension	
<p><i>After initial reading by student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.</i></p>		<p><i>After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of events or details that the student has not retold in Section A.</i></p>
1. The storyteller said she was not going to take all the blame <input type="checkbox"/>	1. How did the storyteller feel about what had happened ? <input type="checkbox"/>	
2. It was Dad's fault as well If Dad hadn't sleep in <input type="checkbox"/>	2. Who else did the storyteller want to blame ? What had Dad done wrong ? <input type="checkbox"/>	
3. The storyteller wouldn't have missed the bus and been late for school <input type="checkbox"/>	3. What happened because Dad slept in ? <input type="checkbox"/>	
4. Then she wouldn't have been alone in the hall and she wouldn't have been tempted <input type="checkbox"/>	4. What happened because the storyteller was late to school ? <input type="checkbox"/>	
5. Mandy was to blame as well <input type="checkbox"/>	5. Who else did the storyteller want to blame ? <input type="checkbox"/>	
6. Mandy knew she loved doughnuts Mandy should have kept her pack shut <input type="checkbox"/>	6. What had Mandy done that was wrong ? <input type="checkbox"/>	
7. It wasn't an ordinary doughnut It was special - long and golden brown <input type="checkbox"/>	7. How did the storyteller describe the doughnut ? <input type="checkbox"/>	
8. Sprinkled with sticky brown sugar and fresh cream mixed with strawberry jam <input type="checkbox"/>	8. What did the doughnut have on it ? <input type="checkbox"/>	
9. Even now the storyteller's mouth waters and stomach rumbles just thinking about it <input type="checkbox"/>	9. How does the storyteller feel about the doughnut now as she is telling the story ? <input type="checkbox"/>	
10. When the sweet scents wafted up and tickled her nostrils, she had to have a taste <input type="checkbox"/>	10. What was it that convinced her she had to have a taste ? <input type="checkbox"/>	
11. She didn't just have one taste, she had three <input type="checkbox"/>	11. Did she have a taste ? How many ? <input type="checkbox"/>	
12. Then the doughnut was out of the bag and the girl was licking mouthfuls of cinnamon sugar <input type="checkbox"/>	12. After she had three tastes, what did she do next ? <input type="checkbox"/>	
13. The cinnamon sugar touched her tongue and melted <input type="checkbox"/>	13. What was special about the cinnamon sugar ? <input type="checkbox"/>	
14. She really couldn't stop herself She kept on eating until it was all gone <input type="checkbox"/>	14. Once she had started eating the doughnut, what happened ? <input type="checkbox"/>	
15. Then she grabbed the bag and licked it clean She was out of control <input type="checkbox"/>	15. What did she do with the bag the doughnut came in ? How was she behaving ? <input type="checkbox"/>	
16. She didn't care No one could prove it was her <input type="checkbox"/>	16. How did she feel about what she had done ? Why didn't she care ? <input type="checkbox"/>	
17. Miss Grey would be angry She would ask questions <input type="checkbox"/>	17. What did she think Miss Grey would do ? <input type="checkbox"/>	
18. The only way anyone could find out was to cut the girl open and she didn't think they would do that <input type="checkbox"/>	18. What was the only way that she thought they could prove it was her who had taken the doughnut? <input type="checkbox"/>	
<b>RETELL TOTAL</b> <b>( PASS 50% = 9 )</b> <input type="text"/>		<b>INFERENTIAL COMPREHENSION</b> 19. "I was out of control." What did that mean ? <i>She couldn't stop herself.</i> <input type="checkbox"/>
		20. How might Miss Grey work out it was her ? <i>She was late to school. Everyone else was in the classroom.</i> <input type="checkbox"/>
		<b>COMPREHENSION</b> <b>TOTAL ( PASS 75% = 15 )</b> <input type="text"/>

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**Informal Prose Inventory 2** Visit our website [www.sharpreading.com](http://www.sharpreading.com) for leveled instructional text **57**

LITERAL COMPREHENSION : "A Virtual Pain" Level 7	
Section A : Retell	Section B : Questions to check Comprehension
<p><i>After initial reading by student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.</i></p>	<p><i>After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of events or details that the student has not retold in Section A.</i></p>
1. It was Brendon's birthday <input type="checkbox"/>	1. What was the special occasion ? <input type="checkbox"/>
2. Great Aunt Mildred gave Brendon a big kiss on his cheek <input type="checkbox"/>	2. How did Aunt Mildred greet Brendon ? <input type="checkbox"/>
3. Brendon wiped the lipstick off his face and smiled politely <input type="checkbox"/>	3. What did Brendon do after Aunt Mildred kissed him ? <input type="checkbox"/>
4. Aunt Mildred had a present for Brendon in her purse and wanted him to open it straight away <input type="checkbox"/>	4. Where was his present ? What did Aunt Mildred want Brendon to do ? <input type="checkbox"/>
5. Brendon knew it would be something horrific <input type="checkbox"/>	5. What was Brendon thinking about the present before he opened it ? <input type="checkbox"/>
6. It was a bright purple, virtual pet <input type="checkbox"/>	6. What was the present ? What colour ? <input type="checkbox"/>
7. Brendon thought virtual pets were totally out of fashion <input type="checkbox"/>	7. What did Brendon think of virtual pets ? <input type="checkbox"/>
8. Aunt Mildred thought virtual pets were very popular <input type="checkbox"/>	8. What did Aunt Mildred think of virtual pets ? <input type="checkbox"/>
9. Brendon pretended he liked the present "Wow Aunt Mildred. Cool!" he said <input type="checkbox"/>	9. What did Brendon say to Aunt Mildred about her present ? <input type="checkbox"/>
10. Brendon's mum said that this meant he liked it <input type="checkbox"/>	10. When Brendon said "Wow Aunt Mildred. Cool!", what did his mother say ? <input type="checkbox"/>
11. This little pet was going to lead a lonely life and die a tragically early death <input type="checkbox"/>	11. What sort of life did Brendon plan for his new toy ? <input type="checkbox"/>
12. He wasn't going to let the virtual toy ruin his image <input type="checkbox"/>	12. What was Brendon worried about now that he had a virtual pet ? <input type="checkbox"/>
13. He decided to take it to school and get rid of it. <input type="checkbox"/>	13. What was he going to do with the virtual pet ? <input type="checkbox"/>
14. Brendon shoved it in his bag It could chew on chocolate wrappers in his bag <input type="checkbox"/>	14. What did he do with it next morning ? <input type="checkbox"/>
15. He forgot that virtual pets made noises when they wanted to be fed <input type="checkbox"/>	15. What important thing did he forget about virtual pets ? <input type="checkbox"/>
16. Brendon was in class. He had just finished some tough division problems <input type="checkbox"/>	16. What was Brendon doing in class later that morning ? <input type="checkbox"/>
17. Suddenly he heard a squeaky, whining sound <input type="checkbox"/>	17. What did he hear ? <input type="checkbox"/>
18. Brendon didn't pay much attention to the sound until he realised it was coming from his bag <input type="checkbox"/>	18. Why did he suddenly pay attention to the noise ? <input type="checkbox"/>
<b>RETELL TOTAL</b> <b>( PASS 50% = 9 )</b> <input type="text"/>	<b>INFERENTIAL COMPREHENSION</b>
	19. Why were there going to be lots of polite smiles for the week ? <i>Aunt M was a bit much. Brendon found her embarrassing</i> <input type="checkbox"/>
	20. How could a virtual pet ruin Brendon's image ? <i>It wasn't cool to have one anymore .</i> <input type="checkbox"/>
<b>COMPREHENSION TOTAL ( PASS 75% = 15 )</b> <input type="text"/>	

Name:		Date :	Age :				
Title : Racehorse and the Cat		Running Words : 323	Reading Age : 13 - 15	Level 8			
<p>Brit was a racehorse. He was glorious to look at, but ill tempered as a volcano and just as lonely. He threatened the stablehands and fought the other horses when he could. Even his owner dreaded a nip when he lead Brit in, victorious after a race. Brit's owner spoke well of him for coming in first so often. His owner kept him because he was a winner - a horse born to be out in front always. His value increased every time he ran. One evening, Brit stood morose and fretful, alone in his box. He had a fancy to eat hay from the rack above his manger. Tearing at the hay with his strong teeth, he took no notice of the stable cat curled up asleep in his manger. Wisps of hay drifted down, but the cat merely twitched and went on sleeping, until a single hayseed fell into her right ear. That woke her. She shook her head and sat up. Then she sneezed - one small cat sneeze, but it was enough to enrage Brit. He laid flat his ears, bared his teeth and loomed above the little cat, immense and bony, meaning to break her spine. Was the cat terrified? Not at all. Nor did she flinch and leap away. She puffed out her fur, till she looked twice her size, and crooned high in her throat with fury. Brit was almost on her now. His great head lunged down. The little cat screeched and struck at him. Then they ran out of threats. Their anger was spent. Now Brit's ears came forward till their curved tips all but met above his forelock.</p> <p>His lips closed and he blew softly on the enemy through widened nostrils. The cat rose on her quarters, reaching to rub her button-nose against Brit's muzzle. Nothing more - but enough. Brit went back to crunching his hay, while his friend in the manger purred into dreams.</p>		<i>Analysis of uncorrected Reading miscues</i> Circle cues used during miscue					
		97%	1.	M	V	S	
		Instructional Level	2.	M	V	S	
			3.	M	V	S	
			4.	M	V	S	
			5.	M	V	S	
			6.	M	V	S	
			7.	M	V	S	
			8.	M	V	S	
			9.	M	V	S	
			94%	10.	M	V	S
				11.	M	V	S
		12.		M	V	S	
		13.		M	V	S	
		14.		M	V	S	
		15.		M	V	S	
		16.		M	V	S	
		17.		M	V	S	
		18.		M	V	S	
		19.		M	V	S	
<i>Analysis of self corrections</i> Circle cues used during miscue      self correction							
1.	M	V	S	M	V	S	
2.	M	V	S	M	V	S	
3.	M	V	S	M	V	S	
4.	M	V	S	M	V	S	
5.	M	V	S	M	V	S	
6.	M	V	S	M	V	S	
7.	M	V	S	M	V	S	
8.	M	V	S	M	V	S	
9.	M	V	S	M	V	S	
10.	M	V	S	M	V	S	
Accuracy Pass 97%		Comments about Reading behaviour :					
Retelling Pass 50%							
Comprehension Pass 75%							
		Recommended Instructional Reading Age :					

LITERAL COMPREHENSION : "The Racehorse and the Cat" Level 8	
Section A : Retell	Section B : Questions to check Comprehension
<p><i>After initial reading by student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.</i></p>	<p><i>After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of events or details that the student has not retold in Section A.</i></p>
1. Brit was a racehorse Glorious to look at <input type="checkbox"/>	1. Who or what was Brit ? What was he like to look at ? <input type="checkbox"/>
2. But ill-tempered like a volcano And just as lonely <input type="checkbox"/>	2. How did he behave ? <input type="checkbox"/>
3. He threatened the stablehands and fought the other horses when he could. <input type="checkbox"/>	3. How did he behave towards the stagehands and the other horses ? <input type="checkbox"/>
4. Even his owner dreaded a nip when he led Brit in after winning a race <input type="checkbox"/>	4. How did his owner feel about him ? <input type="checkbox"/>
5. His owner kept him because he was a winner <input type="checkbox"/>	5. Why did his owner keep him ? <input type="checkbox"/>
6. His value increased every time he won a race <input type="checkbox"/>	6. What happened when Brit won races ? <input type="checkbox"/>
7. One evening Brit was eating hay from the rack above his manger <input type="checkbox"/>	7. What was Brit eating on this particular evening? Where was the hay ? <input type="checkbox"/>
8. Brit took no notice of the stable cat curled up asleep in his manger <input type="checkbox"/>	8. What was in the manger ? What did Brit do about the sleeping cat ? <input type="checkbox"/>
9. A hayseed fell into the cat's ear The hayseed woke her up <input type="checkbox"/>	9. What woke the cat up ? <input type="checkbox"/>
10. The cat sneezed and this made Brit very angry <input type="checkbox"/>	10. What caused the problem between the cat and the horse ? <input type="checkbox"/>
11. Brit laid flat his ears, bared his teeth. He came towards the cat intending to break her spine <input type="checkbox"/>	11. Now that Brit was angry with the cat, what did he do ? <input type="checkbox"/>
12. The cat wasn't scared She didn't run away <input type="checkbox"/>	12. How did the cat feel about Brit's threats ? <input type="checkbox"/>
13. She puffed out her fur This made her look twice her size <input type="checkbox"/>	13. What did she do back at Brit ? <input type="checkbox"/>
14. She crooned high in her throat with fury (Made an angry, high pitched noise in her throat) <input type="checkbox"/>	14. What else did she do ? What sound did she make ? <input type="checkbox"/>
15. Brit lunged down at her The cat struck back <input type="checkbox"/>	15. What did they actually do to each other ? <input type="checkbox"/>
16. They ran out of threats and calmed down <input type="checkbox"/>	16. What happened next ? <input type="checkbox"/>
17. The horse blew softly on the cat The cat rubbed her nose against Brit's muzzle <input type="checkbox"/>	17. Once they had calmed down what did the horse do to the cat, and the cat do to the horse ? <input type="checkbox"/>
18. Brit went back to eating hay The cat went back to sleep in the manger <input type="checkbox"/>	18. How did the story end ? <input type="checkbox"/>
<b>RETELL TOTAL</b> <b>( PASS 50% = 9 )</b> <input type="text"/>	<b>INFERENTIAL COMPREHENSION</b> 19. Brit was "ill tempered like a volcano". What does that mean ? <i>He had sudden outbursts of temper.</i> <input type="checkbox"/> 20. Why did the enemies become friends ? <i>Because the cat stood up to Brit, or similar answer.</i> <input type="checkbox"/>
	<b>COMPREHENSION</b> <b>TOTAL ( PASS 75% = 15 )</b> <input type="text"/>

Name:		Date :		Age :				
Title : Marbles		Running Words : 319		Reading Age : 13 - 15				
				Level 8				
<p>There are no true heroes to this story, and only the game itself comes over with any credit. It came, it triumphed, and it gave only pleasure before it was betrayed. There are no heroes but, all the same, a story must have characters, and perhaps someone who stood a bit above the rest was Vic DiMaggio. Picture him for a moment. Small, dark-eyed, and quick, he wore all the signs of someone who must do well in life. He buzzed with nervous energy, and that smile of his could charm the very birds from the trees. No one ever played a better game. Even when he'd beaten you, you always went back to him so that he could clean you out all over again. Eyes beaming, arm around your shoulder, smile in its usual place, he'd confide in you, "You almost had me that time. Tell you what I'll do, I'll lend you some and play you again. Next time you'll win. You'll see." On the other side of the story was "Our Ronnie" Smith—a quiet boy with freckles. His father worked in an armaments factory, and this slight contact with the weapons of war had given Our Ronnie a spectacular imagination, so that he won the essay prize every year. He played, too, but he was one of the good-natured losers who make up the bulk of the human population. As for a stage, nowhere was ever better designed for the drama than the little school called St Joseph's. Shut off by high brick walls from an industrial district, St Joseph's was perfectly flat, and not one blade of grass grew in all its concrete playgrounds. One day, as if it were a powerful virus, an ancient game swept over the walls from the outer world. Suddenly, no one could remember a time before we lived, ate, and breathed just so that we could play marbles.</p>				<i>Analysis of uncorrected Reading miscues</i> Circle cues used during miscue				
				1.	M	V	S	
				2.	M	V	S	
				3.	M	V	S	
				4.	M	V	S	
				5.	M	V	S	
				6.	M	V	S	
				7.	M	V	S	
				8.	M	V	S	
				97%	9.	M	V	S
				Instructional Level	10.	M	V	S
					11.	M	V	S
					12.	M	V	S
					13.	M	V	S
					14.	M	V	S
					15.	M	V	S
					16.	M	V	S
					17.	M	V	S
					18.	M	V	S
					19.	M	V	S
94%	20.	M	V	S				
<i>Analysis of self corrections</i> Circle cues used during miscue      self correction								
1.	M	V	S	M	V	S		
2.	M	V	S	M	V	S		
3.	M	V	S	M	V	S		
4.	M	V	S	M	V	S		
5.	M	V	S	M	V	S		
6.	M	V	S	M	V	S		
7.	M	V	S	M	V	S		
8.	M	V	S	M	V	S		
9.	M	V	S	M	V	S		
10.	M	V	S	M	V	S		
Accuracy Pass 97%				Comments about Reading behaviour :   Recommended Instructional Reading Age :				
Retelling Pass 50%								
Comprehension Pass 75%								

LITERAL COMPREHENSION : "Marbles" Level 8	
Section A : Retell	Section B : Questions to check Comprehension
<p><i>After initial reading by student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.</i></p>	<p><i>After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of events or details that the student has not retold in Section A.</i></p>
1. There were no real heroes in this story Only the game itself comes over with any credit <input type="checkbox"/>	1. Were there any heroes in this story ? What was the only thing that came over with credit? <input type="checkbox"/>
2. Vic Di Maggio was one character who stood a bit above the rest <input type="checkbox"/>	2. Who was Vic Di Maggio ? Why was he special ? <input type="checkbox"/>
3. Vic was small, dark eyed and quick <input type="checkbox"/>	3. What are we told about Vic de Maggio's physical appearance ? <input type="checkbox"/>
4. He looked like someone who would do well in life (would be successful) <input type="checkbox"/>	4. What sort of person did the storyteller think Vic would become ? <input type="checkbox"/>
5. He buzzed with nervous energy <input type="checkbox"/>	5. What were some of the things that were said about his personality ? <input type="checkbox"/>
6. His smile could charm the birds from the trees <input type="checkbox"/>	6. <input type="checkbox"/>
7. No one played the game better than him. Even when he'd beaten you, you would go back for more <input type="checkbox"/>	7. How well did he play the game ? How did people feel about being beaten by Vic ? <input type="checkbox"/>
8. Eyes beaming, arm around your shoulder, smile in it's usual place, he'd say.... <input type="checkbox"/>	8. What did Vic do to the people that he beat in the game ? <input type="checkbox"/>
9. "You almost had me that time. I'll lend you some. Next time you'll win" <input type="checkbox"/>	9. What did Vic say to the people he beat ? <input type="checkbox"/>
10. On the other side of the story was Ronnie Smith a quiet boy with freckles <input type="checkbox"/>	10. Who was the other important character ? What are we told about his physical appearance ? <input type="checkbox"/>
11. Ronnie's father worked in an armaments factory <input type="checkbox"/>	11. Where did Ronnie's father work ? <input type="checkbox"/>
12. Ronnie had a spectacular imagination He won the essay prize every year <input type="checkbox"/>	12. What was special about Ronnie ? What did Ronnie win every year ? <input type="checkbox"/>
13. Ronnie played too, but he was a good natured loser like most of the population <input type="checkbox"/>	13. How good was Ronnie at the game ? <input type="checkbox"/>
14. St Joseph's was perfectly designed for the drama <input type="checkbox"/>	14. Whereabouts did the story take place ? <input type="checkbox"/>
15. St Joseph's was shut off by high brick walls from an industrial district <input type="checkbox"/>	15. What information is given about the school and the district it belonged to ? <input type="checkbox"/>
16. St Joseph's was perfectly flat, and not a blade of grass grew in all it's concrete playground <input type="checkbox"/>	16. What was the playground at St Joseph's like ? <input type="checkbox"/>
17. One day, like a powerful virus, an ancient game swept over the walls from the outside world <input type="checkbox"/>	17. How did the storyteller describe the way the game arrived ? <input type="checkbox"/>
18. No one could remember a time when they didn't live, eat, breathe just so they could play marbles <input type="checkbox"/>	18. What effect did the game have on everyone ? <input type="checkbox"/>
<b>RETELL TOTAL</b> <b>( PASS 50% = 9 )</b> <input type="text"/>	<b>INFERENTIAL COMPREHENSION</b>
	19. Why did everyone want to play with Vic ? Because he made them feel good even when they lost. <input type="checkbox"/>
	20. How did everyone in the story feel about marbles? It was their only reason for living. <input type="checkbox"/>
	<b>COMPREHENSION</b> <b>TOTAL ( PASS 75% = 15 )</b> <input type="text"/>

## ACKNOWLEDGEMENTS

Thank you to the authors, and Learning Media, for granting permission to use extracts from the following stories, in this publication.

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*non fiction*

# INFORMAL PROSE INVENTORY

## 3



**Hilton Ayrey**

### **SCHOOL SITE LICENCE**

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# INFORMAL PROSE INVENTORY 3

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Noun Frequency Readability Scale *	PAT Reading Comp Levels**	Story Title	Equivalent Reading Age	Student Scripts Page Number	Recording Sheets Page Numbers
Below 2.8	Level 0	The Long Sleep	6 - 7	9	27 + 28
		Camping	6 - 7	10	29 + 30
2.8 - 3.2	Level 1	Alligators	7 - 8	11	31 + 32
		Bodies Need Bones	7 - 8	12	33 + 34
3.2 - 3.6	Level 2	Ducks	8 - 8½	13	35 + 36
		Autumn	8 - 8½	14	37 + 38
3.6 - 4.0	Level 3	Killer Plants	8½ - 9	15	39 + 40
		Recycling	8½ - 9	16	41 + 42
4.0 - 4.4	Level 4	The Elephant's Trunk	9 - 10	17	43 + 44
		The First Houses	9 - 10	18	45 + 46
4.4 - 4.8	Level 5	Insects	10 - 11	19	47 + 48
		Telling the Time	10 - 11	20	49 + 50
4.8 - 5.2	Level 6	Dolphins	11 - 12	21	51 + 52
		The Black Death	11 - 12	22	53 + 54
5.2 - 5.6	Level 7	Animal Territories	12 - 13	23	55 + 56
		Ned Kelly	12 - 13	24	57 + 58
5.6 - 6.0	Level 8	Piranhas	13 - 15	25	59 + 60
		The Ozone Layer	13 - 15	26	61 + 62

\*This scale is based on the average frequency of nouns in the reading material being rated. Each noun is classified on a 9-point scale, and the mean rating calculated to estimate the level of difficulty.

See W.B. Elley and A.C. Croft, *Assessing the Difficulty of Reading Materials: The Noun Frequency Method*, Wellington, NZCER, 1989

\*\* See Progress Achievement Test Reading Manual page 21

# INTRODUCTION TO THIS RESOURCE

---

## PURPOSE

Many teachers will be familiar with running records as a valuable diagnosis reading tool. Information gained about reading strategies enable teachers to identify the student's needs for reading instruction. An Informal Prose Inventory is a collection of graded texts for this purpose. This resource provides a systematic approach to :

- diagnosing and monitoring decoding skills
- monitoring retelling and comprehension skills - literal and inferential
- tracking reading achievement over time as students demonstrate mastery of the graded passages in three areas - accuracy (decoding), retelling, and comprehension

## DESCRIPTION

*Informal Prose Inventory 1* has nine levels of increasing difficulty, with two selections at each level from reading age 6 to 15.

*Informal Prose Inventory 2* has the same nine levels with a further two selections at each level. All selections for IPI 1 and 2 are *narrative* and therefore focus on the reading skills specific to that genre.

*Informal Prose Inventory 3 - non fiction* follows the same structure as IPI 2 (9 levels, reading ages 6 to 15) but the selections are all *non fiction*.

The levels and the Noun Frequency Readability Scale are the same as those used in the Progressive Achievement Test (PAT) : Reading Comprehension , NZCER.

The passages have been carefully selected to fit the above levels using the Noun Frequency Method, and have been trialled extensively in classrooms. Attempts have been made to provide passages that are culturally and geographically non specific. and are intrinsically interesting to children.

These tests measure **ACCURACY, RETELLING, AND COMPREHENSION**. This approach recognises that a high level of reading accuracy does not necessarily correlate with a corresponding depth of understanding. If a student can meet the criteria for all three of these reading skills, then they have mastered this level and can move on to the next. Scoring less than the pass mark in 1 or 2 of these skills suggests that there is more work to be done at this level.

If Accuracy falls below 94%, then decoding weaknesses will be significantly interfering with comprehension and a lower level should be attempted.

It is important to note that inconsistencies in scores may arise depending on the individual student's response to the underlying concepts in the story or article, their prior knowledge, and personal experience.

# ADMINISTRATION OF THE TESTS

---

## ACCURACY

The focus here is on decoding, the student's ability to use the available cues (MVS) to recognise the words in the passage. The material should be unseen to best assess this ability.

1. Help the student feel comfortable and relaxed. Explain the task.
2. Get the student to read the story out loud from the student's script provided.
3. Record the student's reading behaviour on the recording sheet, side 1.
4. A pass for this section is 97%. A score of less than 94% will generally indicate that this passage is too difficult and you may choose to stop here and try a lower level.
5. The columns on the right hand side of the recording sheet allow for a much deeper analysis of reading strategies used by the reader.

MVS refers to the 3 main reading cues used in decoding text.

M = meaning (semantics) "Does the student read for meaning?"

V = visual (grapho-phonics) "Does the student use visual cues from the letters and shape of words?"

S = structure (syntax) "Is what the student read grammatically correct?"

(See pages 4 and 5 for procedures on recording and analysing miscues)

## RETELLING

This gives information on how well the student has understood the story structure and can remember the detail of the story. With narrative text there is a storyline that provides a sequence for the reader to hook onto. Does the student use this schema?

1. Give the student the opportunity to reread the passage silently before attempting retelling. The first reading focussed on decoding. The second reading gives them the opportunity to check meaning and prepare themselves for retelling.
2. Ask student to retell the passage. Suggest that they start at the beginning and try to include any events and details they can remember.
3. Using Section A, side 2 of the recording sheet, tick the boxes of the events or details as they are retold. Numbering the responses gives you additional information about the student's ability to maintain the story sequence. Retelling does not have to be word for word. You are looking for understanding of concepts, ideas, and detail. Score half if some events or details are not quite correct or omitted.
4. A pass for this section is 50%.

## COMPREHENSION

The use of question prompts allows the tester to determine the level of understanding of the events that took place in the story, but were not mentioned in the retelling.

1. When the student has finished RETELLING, tick the boxes in Section B that have already been covered satisfactorily in Section A.
2. Use the questions provided to check comprehension of events and details not retold.
3. Ask the inferential questions to test students ability to "read between the lines". A possible answer is given, but students may be able to justify others from the text.
4. A pass for this section is 75%.

# RECORDING MISCUES

## Marking the prose passage

While the student reads the passage out loud, the person administering the test records any deviations that are made from the text.

## Suggested conventions for recording

1. **Substitution** Write the substitution above the text e.g. *seem* substitution  
same text
2. **Omission** Put a dash above the omitted word e.g. he went for some lunch  
(or No Response)
3. **Insertion** Indicate where the insertion occurs using a caret mark e.g. run <sup>and</sup> jump and hop  
Write the insertion above the caret mark

If these miscues are uncorrected by the student, then they are included in the miscue analysis to calculate the accuracy rate.

$$\begin{aligned} \text{Accuracy rate (\%)} &= \frac{\text{nos of words in the passage} - \text{nos of uncorrected miscues}}{\text{nos of words in the passage}} \times 100 \\ &= \frac{218 - 9}{218} \times 100 = 96\% \end{aligned}$$

Record all other reading behaviours as this will give you additional information about the strategies the student is using. These are not counted as miscues and are **NOT** part of the accuracy calculation.

1. **Repetition** Mark above the word with **R** for repetition of a word.  
Mark with an arrow to show a phrase, or a number of words have been reread.  
This indicates they are monitoring their reading and are rereading to check their initial reading (a good sign).
2. **Pause** Mark with //
3. **Self Corrections** Write SC e.g. next SC substitution then self corrected  
night text  
Here the student miscues but then corrects the miscue without being prompted.  
Once again, this is a positive sign because it indicates that monitoring for meaning and syntax is taking place.  
Self corrections are analysed separately from uncorrected miscues.

# ANALYSING MISCUES

Miscue Analysis originated from research done by Dr. K. S. Goodman. For research purposes the classification of a readers' miscues requires a taxonomy of 48 categories. For practical use in the classroom, only the three major categories are used for the day to day observation of children's reading behaviour.

## Miscue or Mistake?

The two words describe the same thing - any difference between what a child says, and the words on the page. However, mistake means "random error" and may have the connotation of being wrong - a condemnation. The use of the term "miscue" is an attempt to escape the value judgment, but more important, suggests that the difference between what the child says and what is on the printed page are not random errors but are "cued" by the thought and language of the reader as he attempts to follow what the author is saying.

Miscues may range from an unimportant change of a word that does not interfere with meaning, to a total breakdown in understanding demonstrated by the readers' miscues bearing little relationship to the original text.

By recording and then analysing miscues, the teacher can begin to see what is happening to cause the differences between the student's oral response and the text on the page. By classifying and interpreting the miscues the teacher is able to bring a great deal of confidence to the direction of his / her teaching.

## Recording Uncorrected Miscues

Number each uncorrected miscue, then go to the table on the right hand side of the recording sheet. For each miscue, circle the strategies that **HAVE BEEN USED** while making the miscue.

**M = Meaning.** Did the miscue retain the meaning intended by the author?

If "Yes" then circle M. The reader used the meaning or semantic cues.

If "No" then don't circle the M

**S = Syntax - language structure.** Did the miscue retain grammatical correctness?


Does the language pattern used sound right?

If "Yes" then circle S. If "No" then don't.

Consider the language pattern only, not whether it retains the intended meaning.

**V = Grapho-phonics - visual.** Does the miscue show that the student has used visual cues?

If the miscue is at least 50% visually correct then circle V

night That evening the boy went for a walk	M V S	Meaning and syntax have been retained. No visual correlation.
brush I'm wearing shorts and a bush shirt	M V S	Visually more than 50%. Syntactically OK but the meaning has changed.
cong-coc-tong Nobody tries out concoctions on themselves	M V S	Relying on visual cues. Nonsense word means meaning and syntax not being used.
a Not only was it  bright purple ...	M V S	Meaning and syntax retained. Neglected cue was visual.
concentrate No blade of grass grew in all it's concrete playground.	M V S	Only visual cues used. Meaning lost. Syntactically it doesn't work.

By working out % scores you will get an indication of which cues the student is relying on.

*E.g. Meaning = 85% Visual = 30% Syntax = 75%*

*Student is using context and language structure well but needs work on visual skills*

### Sample Recording sheets :

This example illustrates the recording conventions outlined on page 5 and the miscue analysis outlined on page 6.

Name : <b>John Smith</b>		Date : <b>22-4-2001</b>	Age : <b>9yrs 4mths</b>
Title : <b>Rats</b>		Running words : <b>248</b>	Reading Age : <b>10-11</b>

<p>We had rats in our attic. They scampered over the rafters, making  1. noses 2. gawed  little scratching noises. They gnawed at things, making little  3. scrapped  scraping noises. And they leapt about, making scuttling, thumping noises.  4. <u>      </u>  I didn't mind the rats, but mum hated them.</p> <p>"Derek you must do something about those rats," she said to Dad.  5. sh--shudder  "You really must." "I will, dear, I will," Dad said. He shuddered a  6. the  little, and continued reading his paper and eating his toast. Mum  7. signed taps/SC  sighed. She knew Dad. "Get some traps Mum," I said. "I'll set  them in the attic for you." I thought of creeping across the attic,  8. touch  a torch in one hand and a trap in the other. It would be scary.</p> <p>But it would be fun. Mum shook her head. "I'm not having any of  you kids up there until they're gone," she said. "What if one bit  9. bit  you?" "They wouldn't bite me," I said. "No!" Mum's finger waved  say / SC  my way. "You stay down from there!" And tell Jeff and Sarah to  stay down too. Understand?" I sighed. "Yes Mum," I said. We  10. con-constrated  were all silent. Dad frowned and concentrated on his paper. There  was a patter-patter across the attic, right above us.  11. cron-cronol  "That does it!" said Mum. "I'm calling a pest controller."</p> <p>And she went to the phone. Early in the evening, a strange man  arrived at the door. He had wild black hair and bushy beard. His  eyes bulged, and two of his teeth were missing.</p>	<p><b>Analysis of uncorrected reading miscues</b>  Circle cues used during miscue</p> <table border="1"> <tr><td>1.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>2.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>3.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>4.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>5.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>6.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>7.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>8.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>9.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>10.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>11.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>12.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>13.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>14.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>15.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>16.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>17.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>18.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>19.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>20.</td><td>M</td><td>V</td><td>S</td></tr> </table> <p><b>Analysis of self corrections</b>  Circle cues used during self correction</p> <table border="1"> <tr><td>1.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>2.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>3.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>4.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>5.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>6.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>7.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>8.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>9.</td><td>M</td><td>V</td><td>S</td></tr> <tr><td>10.</td><td>M</td><td>V</td><td>S</td></tr> </table>	1.	M	V	S	2.	M	V	S	3.	M	V	S	4.	M	V	S	5.	M	V	S	6.	M	V	S	7.	M	V	S	8.	M	V	S	9.	M	V	S	10.	M	V	S	11.	M	V	S	12.	M	V	S	13.	M	V	S	14.	M	V	S	15.	M	V	S	16.	M	V	S	17.	M	V	S	18.	M	V	S	19.	M	V	S	20.	M	V	S	1.	M	V	S	2.	M	V	S	3.	M	V	S	4.	M	V	S	5.	M	V	S	6.	M	V	S	7.	M	V	S	8.	M	V	S	9.	M	V	S	10.	M	V	S
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Accuracy Pass 97%	<b>95.2%</b>	<p><b>Comments about reading behaviour :</b> Self Correction Rate 1 : 6  Use of cues : Meaning = 5 / 12 (42%) Visual = 10 / 12 (83%) Syntax = 8 / 12 (75%)</p> <p>Relying heavily on visual cues to decode unfamiliar words - poor recognition of word endings. Some awareness of text not making sense (S/C rate). Needs to be encouraged to monitor own reading - Does that make sense? Does that sound right?</p> <p>Retelling superficial with poor sequence. Practice with small chunks of text. Develop inferential comprehension in small group discussion.</p> <p>Recommended Instructional Reading Age : <b>10 - 11</b></p>
Retelling Pass 50%	<b>44%</b>	
Comprehension Pass 75%	<b>80%</b>	

### Retelling the Story : Section A

This gives information about student's understanding of story structure and their ability to remember story details in sequence.

### Comprehension Check : Section B

The questions allow the tester to determine the level of understanding of the events that took place in the story with the aid of prompts.

LITERAL COMPREHENSION : <i>Rats</i>		Level 5	
Section A : Retell		Section B : Questions to check Comprehension	
After initial reading by student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.		After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of event or details that the student has not retold in Section A.	
1. There were rats in the attic	<input checked="" type="checkbox"/> 1	1. What was the problem at the beginning of the story?	<input checked="" type="checkbox"/>
2. They made all sorts of noises	<input type="checkbox"/>	2. How could they tell there were rats?	<input checked="" type="checkbox"/>
3. The boy in the story didn't mind	<input type="checkbox"/>	3. Was the storyteller worried about having rats in the attic?	<input checked="" type="checkbox"/>
4. His Mum hated them	<input checked="" type="checkbox"/> 6	4. What did the storyteller's mum think about having rats in the attic?	<input checked="" type="checkbox"/>
5. His Mum asked Dad to do something about the rats	<input checked="" type="checkbox"/> 5	5. What was the first thing she did about the rats?	<input checked="" type="checkbox"/>
6. Dad said he would	<input type="checkbox"/>	6. What was Dad's response?	<input checked="" type="checkbox"/>
7. But he kept on reading his paper and eating his toast	<input type="checkbox"/>	7. What did Dad actually do?	<input type="checkbox"/>
8. The boy wanted his mother to get some traps	<input checked="" type="checkbox"/> 2	8. What did the storyteller suggest his mother should do?	<input checked="" type="checkbox"/>
9. He was going to set them up in the attic	<input checked="" type="checkbox"/> 3	9. What was the storyteller going to do with the traps?	<input checked="" type="checkbox"/>
10. He thought it would be scary but fun	<input type="checkbox"/>	10. How did the storyteller feel about setting the traps?	<input checked="" type="checkbox"/>
11. Mum didn't want any of the kids going into the attic	<input checked="" type="checkbox"/> 4	11. How did the storyteller's mother feel about his plan?	<input checked="" type="checkbox"/>
12. She was worried that they might get bitten by the rats	<input type="checkbox"/>	12. What was the storyteller's mum worried about?	<input checked="" type="checkbox"/>
13. The family heard the rats again	<input type="checkbox"/>	13. What happened next that forced Mum into action?	<input type="checkbox"/>
14. Mum had had enough	<input checked="" type="checkbox"/> 7	14. Why did she decide to do something?	<input checked="" type="checkbox"/>
15. Mum rang up a pest controller	<input type="checkbox"/>	15. What did Mum do about the situation?	<input checked="" type="checkbox"/>
16. That evening a strange man came to the door	<input checked="" type="checkbox"/> 8	16. What happened that evening?	<input checked="" type="checkbox"/>
17. He had wild black hair and a bushy beard	<input type="checkbox"/>	17. Describe the man who came to their door?	<input checked="" type="checkbox"/>
18. His eyes bulged and 2 of his teeth were missing	<input type="checkbox"/>	18. What else can you remember about the man?	<input checked="" type="checkbox"/>
<b>RETELL TOTAL</b> <b>( PASS 50% = 9 )</b>		<b>INFERENTIAL COMPREHENSION</b> 19. Why did Mum call the pest controller <i>She was frustrated with Dad. Didn't think he would do anything.</i> <input type="checkbox"/>	
		20. Why didn't Dad do something about the rats? <i>He shuddered at the thought. He didn't like rats.</i> <input type="checkbox"/>	
		<b>COMPREHENSION</b> <b>TOTAL (PASS 75% = 15 )</b>	
		<b>16/20 = 80%</b>	

# The Long Sleep

All animals need to sleep. Some animals sleep lying down. Some animals sleep standing up.

Many animals go to sleep for several months when it gets cold and there is not much food. Before winter comes they eat lots of food and become round and fat.

They find a dark place to hide. Bears find caves to sleep in. Snakes dig into the ground. Fish dig themselves into the mud at the bottom of a river.

Their breathing slows down. Their heart slows down. They become very still and cold. It looks as though they are dead. They don't use much energy. They live off the fat they have stored in their bodies.

In spring when they wake up again they are thin and hungry.

Level 0

# Camping

Some people like to go camping. They like to leave their house in the city and live in a tent. They like to go camping for a holiday. It is fun to cook on a campfire and sleep in sleeping bags. They like the fresh air.

The best places to camp are in forests, or near the water. In these places people can go for a hike, catch fish, have a swim, and find new things.

Some people like to be on their own. Other people like to camp with friends or family. It is great sitting around a campfire at night instead of watching TV.

The only problem with camping is when it starts to rain. Everything gets wet. It is time to pack up and go home.

Level 0

# Alligators

Alligators make their nests near water. The female alligator makes a mound out of mud and grass. She lays her eggs in a hole in the top of the nest. She covers the eggs with leaves and twigs. The eggs are kept warm by the sun, the leaves, and the twigs.

The mother takes good care of her eggs. She watches carefully over her nest. She stops animals that want to take her eggs.

After two months the baby alligators hatch out of their eggs. The babies call for help from inside the nest. The mother uncovers the nest. She takes the babies from the nest. She carries them in her mouth. She drops them into the nearby water. The baby alligators can swim very well.

Now they are safe from land animals, but birds, fish or snakes may catch them.

Level One

# Bodies Need Bones

Who needs bones? We all do. Without our bones we would just flop down on the floor. The bones in our bodies are all joined together from our head to our feet. We can't see our bones because they are inside our bodies.

Our bones do three things for us. Firstly, everything inside our body is connected to our bones. Our bones support our bodies and give them shape.

The second thing our bones do is to protect all the important parts in our body. Our bones are hard. They are placed around the soft parts like our heart.

The third thing they do is to work together with our muscles. Our muscles are joined to our bones and they push and pull the bones to make them move. This helps us to move about.

Level One

# Ducks

If you pass by a large pond or lake you might see ducks on the water.

Ducks have feathers that are waterproof which help them to float. They also keep them warm. Ducks have webbed feet. They work like paddles and help them to swim. They can also walk on soft mud without sinking.

On the ground they walk slowly but in the sky they can fly very fast. Ducks often land on water. They open their wings to slow down. They land feet first and make a spray of water in front of them.

Ducks eat small water animals and plants from the pond. You can see their tails sticking out of the water when they are looking for food. Sometimes they will feed in the fields near the water. They like to catch worms and insects.

Some ducks fly away when it gets cold in winter. They can fly long distances to find a place where it is warmer.

Level Two

# Autumn

The season is changing from summer to autumn. The days are getting shorter and the nights are getting longer. The sun is lower in the sky during the day and this makes the shadows longer. The sun doesn't feel as warm and you have to put on more clothes.

In autumn the berries on bushes and trees become soft and ripe. Nuts also ripen. Their shells burst and they fall onto the ground which means there is plenty of food for the animals which feed on them.

On farms the last crops ripen in the autumn sun. They are harvested before the colder weather spoils them. In the mountains or high places where there will be winter snow, the farmers move their stock down to lower slopes as winter approaches.

By late autumn, the leaves on many trees are dead and have fallen. They make a crunchy carpet on the ground. The sky is grey and the wind is cold.

Level Two

# Killer Plants

People, animals, and insects all eat plants. But there are some plants that bite back. These are meat-eating plants. Animals that wander too close may find themselves being eaten.

There are many different kinds of meat-eating plants. They grow all over the world. Some are so small that you could step on them and not notice. Others grow high above the floor of the forest. Some have traps as big as a football. Others trap their food with tiny leaves that look like threads. They all look like ordinary plants until you see them grab an insect.

The most famous meat-eating plant is the Venus fly trap. The plant is not very tall but any insect that lands on it faces death. Its leaves form a trap. There are sensitive hairs on the leaves. These are the triggers that make the leaves snap shut. The plant then uses a special fluid that kills the insect and eats it up.

After about 10 days, the trap reopens, but all that is left of the insect will be its hard outer shell. The wind blows this away and the trap is now ready for more.

Level Three

# Recycling

Every week households in the city are throwing away more and more rubbish. Some of this could be recycled.

There are two reasons for doing this. Firstly, there is too much rubbish. Burning it and dumping it have been the most common ways of getting rid of it. But now there is so much to get rid of, it is having a bad effect on our environment. Burning causes air pollution and land is becoming too valuable to be used as a dumping ground.

The second reason is that we are running out of the materials that are used to make these things in the first place.

It makes sense to try and reuse some of the things we throw away. It does take a bit of time on your part but it is well worth it. Glass, paper, and cans are easily sorted. Many cities now give out special bins to help you do this and these are emptied every week. There are also special places where you can leave empty cans and old newspapers.

Something else you can do is use your food scraps to make compost for your garden.

Level Three

# The Elephant's Trunk

An elephant's trunk is a very handy piece of equipment. Because of its enormous size and the way it is built, the elephant depends on its trunk for many everyday tasks.

Firstly, its neck is too short to allow it to reach the ground to feed. Neither does it have the agility to climb trees to reach food that is high up. The amazing trunk solves these problems.

The trunk is actually an extension of the nose and upper lip and has projections like fingers on the tip of it. These fingers allow the elephant to pick up small objects like berries, fruit, and leaves from trees, which can then be placed into its mouth.

The trunk is also very strong and can be used to lift heavy objects, pull down trees, scoop out holes, and fight other males during mating season.

The elephant also breathes through its trunk. It can use it like a straw to suck in water and blow it into its mouth or spray it over its body. The elephant can completely submerge itself in water and use its trunk as a snorkel to breathe.

It is also a very sensitive organ which the elephant can raise in the air and detect scents carried by the wind.

Level Four

# The First Houses

The first humans were hunters and moved around looking for food. They had few tools or skills and weren't very well organised. They lived in small groups in caves.

As people learnt how to grow food instead of having to hunt for it, they also learnt how to build their own shelters. Simple tents and huts were made by tying tree branches together and covering them with skins, bark, or leaves.

As farming became more established, shelters became more permanent and people started living together in villages. Because there were more people they could work together on bigger building projects.

They built stronger and more permanent huts from mud bricks. The mud was mixed with straw and shaped into blocks. These were left in the sun to harden and dry. The straw helped the mud to stay together and stopped the bricks from cracking as they dried. The walls made from these mud bricks were held together by mortar or cement.

Over a period of time houses became more complicated and more attractive in appearance. As better tools were developed people found different ways to build houses. Instead of just one living space there were rooms and hallways. By the Middle Ages, most houses in Europe were made of wood.

Level Four

# Insects

Insects live almost everywhere, in all sorts of places. Most insects live in gardens, forests, or near rivers. Some live indoors in our homes. Some even live in the frozen Antarctic.

There are more different kinds of insects than any other living creatures. Although they may look very different from each other, they all have a body that is divided up into a head, a thorax, and an abdomen. They also have at least one pair of antennae which they use to feel and to smell.

They usually taste with their mouth parts but some taste through their feet. This means they can tell when they have landed on something sweet.

Some insects eat plants. Others eat other animals and some eat dead animals. Some suck blood from larger animals.

Most insects have developed ways of keeping themselves safe from other animals who would like to eat them. Many insects have hard shells or cases which protect their tasty insides from the sharp beaks of birds. Some butterflies have special markings which look like enormous eyes to frighten away those animals looking for a butterfly snack. Wasps and bees have colourful stripes as a warning to birds and other animals that they sting.

Other insects camouflage themselves. They melt into their surroundings so that their enemies don't spot them. Stick insects look like sticks. They even have the same shape.

Level Five

# Telling the Time

Throughout history people have found ways of measuring the passing of time. The simplest method is to compare the position of the sun in the sky.

The oldest form of clock was a shadow clock or sundial. This was a stick or rod attached to a plate with regular marks on it to indicate hours. As the sun moved through the sky, the shadow on the plate told the time of day.

There have been other methods of telling the time when there was no sunlight. The Chinese burnt a knotted rope and noted the length of time required for the fire to travel from one knot to the next. A similar idea was a candle with notches at regular intervals. This gave a rough idea of how much time had past since it was lit.

The water clock consisted of a large container from which water leaked slowly from an opening in the bottom. The level of the water left inside showed the time on a scale marked on the wall of the container.

Another ancient clock was the sandglass. This was a sealed container with a very narrow waist in the middle. An amount of sand took a known time to trickle through the waist. The period of time it took for this to happen was often an hour, so it was also called an hourglass.

Level Five

# Dolphins

Many people think that dolphins are fish, but they are actually mammals just like humans. They are warm-blooded and air breathing just like us. Most dolphins are light or dark grey. Their bodies are smooth, long, and slender. They live their whole lives in the water throughout the oceans.

They cannot breathe under water so they have to hold their breath when they go under and come up regularly for fresh air. They have a nose called a blowhole on the top of their head. This means the dolphin doesn't have to rise far above the water to breathe. They probably do not sleep like we do because they must surface regularly to breathe so part of their brain is always alert.

Dolphins can hold their breath for up to twenty minutes compared with less than one minute for most humans. This means they can dive very deep, up to 0.8 kilometres or half a mile.

Dolphins dive to hunt for food. Many eat squid. Some also eat shrimp and octopus. Mainly they eat smaller fish.

Unfortunately, many dolphins do not live out their full lifespan. Even if they avoid predators such as sharks and orcas, dolphins face many threats from humans. Thousands are taken every year for meat, oil, and fishing bait. Thousands more are killed as pests, blamed for eating valuable fish and seafood. Many others die accidentally, tangled in drift fishing nets along with other sea life.

Level Six

# The Black Death

A plague is any disease which causes the death of many people at one time. Different kinds of plagues have cursed the human race throughout history.

The most feared and widespread of all plagues was known as “The Black Death”. The disease was carried by fleas on rats and once people became infected it was passed on very easily to others.

This disease started with a fever followed by painful swelling of the glands. It was called the Black Death because the victims got red spots on their skin which turned black. People with the Black Death died very quickly, usually within three days. There was no cure for it. Nothing that the doctors tried worked.

The worst outbreak of the disease was in the 14<sup>th</sup> century in Europe and Asia. Twenty five percent of the population died and it continued to be a problem for the next three hundred years.

Normal life almost came to a standstill and law and order broke down. Crops were left to wither in the fields and cattle wandered about untended. Houses were deserted as some people left the cities to try and escape. People, even children, were left to die on their own by their families. Dead bodies were dumped in the street or buried in mass graves. Everyone was in a state of panic and worried only about their own survival.

The plague still exists today but modern medicine means you have a fifty per cent chance of surviving if you get it.

Level Six

# Animal Territories

Many animals establish a territory, an area where they live and feed. If there is a limited food supply, an animal will defend its territory to protect this supply of food. Others will only fight for a territory in which they can nest and rear their young at breeding time. Territorial animals know exactly where the boundaries of their territory are.

Animals from the same species compete fiercely for an area. This is because their needs are very similar. Animals of different species may be less competitive because their needs are different. If their food supply is different their territories may overlap.

Bird's territories are among the easiest to find, especially during breeding time in spring. In most species of bird, each male claims a territory. A small bird like a robin only needs a garden. The golden eagle may claim as much as 80 square kilometres (30 sq miles).

Many animals stake out and mark their territories with scent. Dogs and foxes use urine as scent markers. Some mammals have special scent glands. Antelopes and deer, for example, mark trees with an oily scent from glands between their eyes. This scent warns other males that they have reached a rival's territory.

Like birds, mammals try to scare away rivals. Howler Monkeys make fierce booming noises to frighten off competition. If male mammals meet at the edge of each other's territory, they may fight fiercely. Male sea elephants claim a small area of beach and collect a group of females. They will fight rival bulls to the death to defend this territory.

However, most territorial skirmishes are bluff and end when the weaker animal retreats, unharmed.

Level Seven

# Ned Kelly

More than 120 years after his death, the Australian public still can't make up their minds about whether Ned Kelly, the famous bushranger, was a hero or a villain.

In 1865, Ned Kelly's father died suddenly when Ned was 11, leaving Ned, the eldest of seven children, the man of the family. He became a skilled bush worker, breaking horses, fencing, and mustering cattle, to support his family.

However, the Kelly family were constantly in trouble with the police for all sorts of petty crimes, often to do with cattle and horse stealing. Ned grew up believing the authorities were the enemy. The turning point came in 1878 when a policeman went to the Kelly household to arrest Dan, Ned's brother, on a charge of horse theft. Ned and Dan hid out in the bush and were joined by two other long time friends.

A search-party was sent out to capture Ned and his brother. In a shoot out at Stringybark Creek, three policemen were shot and killed. Despite a huge manhunt, the gang managed to remain at large for 16 months during which time they robbed banks and gained a large following amongst other disgruntled settlers.

Eventually the police caught up with them. The Kelly gang wore their famous armour during a final gunfight at Glenrowan. Ned could have escaped but chose to advance on the police firing his weapons. Most of the police bullets bounced off his thick armour, but eventually he was shot in the legs and captured. The rest of the gang died in the battle.

The authorities wanted to deal quickly with the situation. Ned was charged with murder, tried very quickly, and sentenced to death by hanging.

Level Seven

# Piranhas

Thanks to the way they have been portrayed in the movies, the most feared of all the water creatures would have to be sharks and piranhas. While the appearance and the habits of sharks are well known, piranhas are more of a mystery.

Most of the piranha species never grow more than 60 centimetres (2 feet) long. Their colouring varies from silver and orange to almost completely black. They are oval shaped, with blunt heads, but their most notable feature is their powerful jaws and razor sharp teeth. These teeth, in the shape of triangles, close together like cutting shears, and can shred flesh from a bone in seconds.

The species that is closest to the popular image of a ferocious killer is the red-bellied piranha, which has the strongest jaws and sharpest teeth of them all. They are definitely carnivorous and are considered dangerous to humans.

This species hunts in groups of up to a hundred. They spread out to look for prey. When something is found, the rest of the group is signaled and they all rush to the spot in a feeding frenzy. Each fish in the group rushes in to take a bite and then swims away to make way for the others. They have excellent hearing and may also be attracted by commotion in the water or the scent of blood. They can quickly reduce a large mammal to a skeleton, although this rarely happens. Usually they prefer prey that is only slightly larger than them or smaller.

While the shark's reputation as a man-eater is well established, that of the piranha is an exaggeration. Most of the 20 species of the piranha that live in South American rivers and lakes are docile vegetarians feeding on fruit, seeds, or leaves. This explains how they are able to live alongside other fish without wiping them out.

Level Eight

# The Ozone Layer

Since the 1980's the ozone layer has become an important issue for scientists and politicians.

As far as we know, our planet is the only one that supports life. It is the special conditions provided by our atmosphere that make this possible. Life on earth depends upon the light and heat energy that radiates from the sun. The atmosphere works like a big blanket around the earth keeping it at the right temperature.

However, not all the energy from the sun is of benefit to us. About five percent of this solar radiation is made up of unwanted ultraviolet rays. For humans, over exposure to these rays causes sunburn and the risk of skin cancer. It can cause eye disorders and weaken the immune system which reduces the ability to protect ourselves from diseases. These rays can also penetrate into the sea, killing plankton, the food for many marine animals.

Fortunately, a layer of oxygen in the atmosphere called the ozone layer, absorbs nearly all of this harmful radiation. When UV rays meet ozone in the atmosphere, they are absorbed by the ozone.

The problem facing us all is that scientists have now discovered that the amount of ozone is 40% less than it was 30 years ago. The ozone layer over parts of the earth has been rapidly thinning or completely disappearing so more of the harmful rays are getting through.

It seems that one of the main causes is an artificial chemical CFC that has been used widely in spray cans and released into the atmosphere. The use of CFC is now banned in most countries but it will be a long time before the problem will improve. The more we understand about the ozone layer, the more we will be able to prevent further damage.

Level Eight

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LITERAL COMPREHENSION : The Long Sleep		Level 0
Section A : Retell	Section B : Questions to check Comprehension	
<p>After initial reading by the student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.</p>		<p>After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of events or details that the student has not retold in Section A.</p>
1. All animals need to sleep <input type="checkbox"/>	1. What does it say at the beginning about all animals ? <input type="checkbox"/>	
2. Some animals sleep lying down Some animals sleep standing up <input type="checkbox"/>	2. What positions do animals sleep in ? <input type="checkbox"/>	
3. Many animals go to sleep for several months <input type="checkbox"/>	3. What do many animals do for several months ? <input type="checkbox"/>	
4. When it gets cold and there is not much food <input type="checkbox"/>	4. When do these animals go to sleep for a long time ? <input type="checkbox"/>	
5. Before winter comes they eat lots of food <input type="checkbox"/>	5. What do they do to prepare for this long sleep ? <input type="checkbox"/>	
6. They become round and fat <input type="checkbox"/>	6. What happens to them when they eat lots of food ? <input type="checkbox"/>	
7. They find a dark place to hide <input type="checkbox"/>	7. What do the animals try to find for this long sleep ? <input type="checkbox"/>	
8. Bears find caves to sleep in <input type="checkbox"/>	8. Where do bears go for their long sleep ? <input type="checkbox"/>	
9. Snakes dig into the ground <input type="checkbox"/>	9. Where do snakes go for their long sleep ? <input type="checkbox"/>	
10. Fish dig themselves into the mud at the bottom of a river <input type="checkbox"/>	10. Where do fish go for their long sleep ? <input type="checkbox"/>	
11. Their breathing slows down <input type="checkbox"/>	11. What happens to the animals' bodies as they start this long sleep ? <input type="checkbox"/>	
12. Their heart slows down <input type="checkbox"/>	12. What else happens ? <input type="checkbox"/>	
13. They become very still and cold <input type="checkbox"/>	13. What else happens? <input type="checkbox"/>	
14. It looks as though they are dead <input type="checkbox"/>	14. How do these animals look when they are in this long sleep ? <input type="checkbox"/>	
15. They don't use much energy <input type="checkbox"/>	15. What don't they use much of while they are asleep ? <input type="checkbox"/>	
16. They live off the fat they have stored in their bodies <input type="checkbox"/>	16. How does their body get food while they are asleep ? <input type="checkbox"/>	
17. In spring when they wake up again <input type="checkbox"/>	17. When does the long sleep end ? <input type="checkbox"/>	
18. They are thin and hungry <input type="checkbox"/>	18. What does the report tell you about the animals when they wake up ? <input type="checkbox"/>	
<b>RETELL TOTAL</b> <b>( PASS 50% = 9 )</b> <input type="checkbox"/>	<b>INFERENTIAL COMPREHENSION</b>	
	19. Why do the animals eat lots of food before winter ? To keep them alive while they are asleep. <input type="checkbox"/>	
	20. Why do they find a dark place to hide ? So that other animals don't disturb them. <input type="checkbox"/>	
	<b>COMPREHENSION</b> <b>TOTAL (PASS 75% = 15 )</b> <input type="checkbox"/>	

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LITERAL COMPREHENSION : Camping		Level 0
Section A : Retell	Section B : Questions to check Comprehension	
<p>After initial reading by the student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.</p>		<p>After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of events or details that the student has not retold in Section A.</p>
1. Some people like to go camping <input type="checkbox"/>	1. What does the report say at the beginning about people and camping ? <input type="checkbox"/>	
2. They like to leave their house in the city <input type="checkbox"/>	2. What do people leave behind when they go camping ? <input type="checkbox"/>	
3. And live in a tent <input type="checkbox"/>	3. What do people live in when they are camping ? <input type="checkbox"/>	
4. They like to go camping for a holiday <input type="checkbox"/>	4. Why do people go camping ? <input type="checkbox"/>	
5. It is fun to cook on a campfire <input type="checkbox"/>	5. What does the report say are the fun things about camping ? <input type="checkbox"/>	
6. And sleep in sleeping bags <input type="checkbox"/>	6. What else do people like about camping ? <input type="checkbox"/>	
7. They like the fresh air <input type="checkbox"/>	7. What else do people like about camping ? <input type="checkbox"/>	
8. The best places to camp are in forests <input type="checkbox"/>	8. Where are the best places to go camping ? <input type="checkbox"/>	
9. Or near the water <input type="checkbox"/>	9. What other place is good for camping ? <input type="checkbox"/>	
10. In these places people can go for a hike, catch fish <input type="checkbox"/>	10. What are the things that people can do which make these places good for camping ? <input type="checkbox"/>	
11. Have a swim Find new things <input type="checkbox"/>	11. What other things can they do ? <input type="checkbox"/>	
12. Some people like to be on their own <input type="checkbox"/>	12. What does the report say about who people like to camp with ? <input type="checkbox"/>	
13. Other people like to camp with friends or family <input type="checkbox"/>	13. What else does it say ? <input type="checkbox"/>	
14. It is great sitting around a campfire at night <input type="checkbox"/>	14. What is a good thing to do at night when you are camping ? <input type="checkbox"/>	
15. Instead of watching TV <input type="checkbox"/>	15. What might you be doing instead if you were at home ? <input type="checkbox"/>	
16. The only problem with camping is when it starts to rain <input type="checkbox"/>	16. What is the only problem with camping ? <input type="checkbox"/>	
17. Everything gets wet <input type="checkbox"/>	17. What happens when it rains while you are camping ? <input type="checkbox"/>	
18. It is time to pack up and go home <input type="checkbox"/>	18. What does the report say you should do if it starts raining ? <input type="checkbox"/>	
<p><b>RETELL TOTAL</b> <input type="checkbox"/> ( PASS 50% = 9 )</p>		<p><b>INFERENTIAL COMPREHENSION</b></p> <p>19. Why do people go camping for a holiday ? <input type="checkbox"/> <i>It is very different from normal life .</i></p> <p>20. What would be the problem with camping for a long time ? <input type="checkbox"/> <i>You would miss the comforts of home .</i></p>
		<p><b>COMPREHENSION TOTAL (PASS 75% = 15 )</b> <input type="checkbox"/></p>

Name :		Date :		Age :	
Title : Alligators		Running words : 140		Reading Age : 7 - 8	
				Level 1	

<p>Alligators make their nests near water. The female alligator makes a mound out of mud and grass. She lays her eggs in a hole in the top of the nest. She covers the eggs with leaves and twigs. The eggs are kept warm by the sun, the leaves, and the twigs. The mother takes good care of her eggs. She watches carefully over her nest. She stops animals that want to take her eggs. After two months the baby alligators hatch out of their eggs. The babies call for help from inside the nest. The mother uncovers the nest. She takes the babies from the nest. She carries them in her mouth. She drops them into the nearby water. The baby alligators can swim very well.</p> <p>Now they are safe from land animals, but birds, fish or snakes may catch them.</p>	<i>Analysis of uncorrected reading miscues</i> <small>Circle cues used during miscue</small>		
	1.	M	V S
	2.	M	V S
	3.	M	V S
	4.	M	V S
	5.	M	V S
	6.	M	V S
	7.	M	V S
	8.	M	V S
	9.	M	V S
	10.	M	V S
	11.	M	V S
	12.	M	V S
	13.	M	V S
	14.	M	V S
	15.	M	V S
	16.	M	V S
	17.	M	V S
	18.	M	V S
	19.	M	V S
	20.	M	V S
	<i>Analysis of self corrections</i> <small>Circle cues used during miscue self correction</small>		
	1.	M V S	M V S
	2.	M V S	M V S
3.	M V S	M V S	
4.	M V S	M V S	
5.	M V S	M V S	
6.	M V S	M V S	
7.	M V S	M V S	
8.	M V S	M V S	
9.	M V S	M V S	
10.	M V S	M V S	

Accuracy Pass 97%		Comments about reading behaviour :          Recommended Instructional Reading Age :
Retelling Pass 50%		
Comprehension Pass 75%		

LITERAL COMPREHENSION : Alligators		Level 1
Section A : Retell	Section B : Questions to check Comprehension	
<p>After initial reading by the student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.</p>		<p>After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of events or details that the student has not retold in Section A.</p>
1. Alligators make their nests near water <input type="checkbox"/>	1. Where do alligators make their nests ? <input type="checkbox"/>	
2. The female alligator makes a mound out of mud and grass <input type="checkbox"/>	2. Who makes the nest ? What is the nest made out of ? <input type="checkbox"/>	
3. She lays her eggs in a hole in the top of the nest <input type="checkbox"/>	3. Where are the eggs laid ? <input type="checkbox"/>	
4. She covers the eggs with leaves and twigs <input type="checkbox"/>	4. What does the female do with the eggs once they are laid ? <input type="checkbox"/>	
5. The eggs are kept warm by the sun, the leaves, and the twigs <input type="checkbox"/>	5. What 3 things keep the eggs warm ? <input type="checkbox"/>	
6. The mother takes good care of her eggs <input type="checkbox"/>	6. How does the mother treat her eggs ? <input type="checkbox"/>	
7. She watches carefully over her nest <input type="checkbox"/>	7. How does the mother take good care of her eggs ? <input type="checkbox"/>	
8. She stops animals that want to take her eggs <input type="checkbox"/>	8. What is the danger for the eggs and what does she do about that ? <input type="checkbox"/>	
9. After two months the baby alligators hatch out of their eggs <input type="checkbox"/>	9. How long before the baby alligators hatch out of their eggs ? <input type="checkbox"/>	
10. The babies call for help <input type="checkbox"/>	10. Once they have hatched, what is the first thing the babies do ? <input type="checkbox"/>	
11. From inside the nest <input type="checkbox"/>	11. Where are the babies when they cry for help ? <input type="checkbox"/>	
12. The mother uncovers the nest <input type="checkbox"/>	12. What does the mother do when she hears her babies cry for help ? <input type="checkbox"/>	
13. She takes the babies from the nest <input type="checkbox"/>	13. What does she do once she has uncovered the nest ? <input type="checkbox"/>	
14. She carries them in her mouth <input type="checkbox"/>	14. How does she carry her babies ? <input type="checkbox"/>	
15. She drops them in the nearby water <input type="checkbox"/>	15. Where does she take her babies ? What does she do with them ? <input type="checkbox"/>	
16. The baby alligators can swim very well <input type="checkbox"/>	16. How do the baby alligators manage when they are put in the water ? <input type="checkbox"/>	
17. Now they are safe from land animals <input type="checkbox"/>	17. What are the babies safe from when they are in the water ? <input type="checkbox"/>	
18. But birds, fish or snakes may catch them <input type="checkbox"/>	18. What animals can still get the baby alligators ? <input type="checkbox"/>	
<b>RETELL TOTAL</b> <b>( PASS 50% = 9 )</b> <input type="checkbox"/>		<b>INFERENTIAL COMPREHENSION</b>
		19. Why does the mother cover the eggs ? <i>To hide them and keep them warm.</i> <input type="checkbox"/>
		20. Why are they safe from land animals in the water ? <i>They can swim fast / land animals don't go in the water.</i> <input type="checkbox"/>
		<b>COMPREHENSION</b> <b>TOTAL (PASS 75% = 15 )</b> <input type="checkbox"/>

Name :		Date :		Age :	
Title : Bodies Need Bones		Running words : 135		Reading Age : 7 - 8      Level 1	

<p>Who needs bones? We all do. Without our bones we would just flop down on the floor. The bones in our bodies are all joined together from our head to our feet. We can't see our bones because they are inside our bodies.</p> <p>Our bones do three things for us.</p> <p>Firstly, everything inside our body is connected to our bones.</p> <p>Our bones support our bodies and give them shape.</p> <p>The second thing our bones do is to protect all the important parts in our body. Our bones are hard. They are placed around the soft parts like our heart.</p> <p>The third thing they do is to work together with our muscles. Our muscles are joined to our bones and they push and pull the bones to make them move. This helps us to move about.</p>	<i>Analysis of uncorrected reading miscues</i> <small>Circle cues <i>used</i> during miscue</small>				
	1.	M	V	S	
	2.	M	V	S	
	3.	M	V	S	
	4.	M	V	S	
	97%	5.	M	V	S
		6.	M	V	S
		7.	M	V	S
		8.	M	V	S
	Instructional Level	9.	M	V	S
		10.	M	V	S
		11.	M	V	S
		12.	M	V	S
		13.	M	V	S
		14.	M	V	S
		15.	M	V	S
		16.	M	V	S
		17.	M	V	S
		18.	M	V	S
		19.	M	V	S
20.		M	V	S	
<i>Analysis of self corrections</i> <small>Circle cues used during miscue      self correction</small>					
1.	M V S	M V S			
2.	M V S	M V S			
3.	M V S	M V S			
4.	M V S	M V S			
5.	M V S	M V S			
6.	M V S	M V S			
7.	M V S	M V S			
8.	M V S	M V S			
9.	M V S	M V S			
10.	M V S	M V S			

Accuracy Pass 97%		Comments about reading behaviour :          Recommended Instructional Reading Age :
Retelling Pass 50%		
Comprehension Pass 75%		

LITERAL COMPREHENSION : Bodies Need Bones		Level 1
Section A : Retell	Section B : Questions to check Comprehension	
<p>After initial reading by the student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.</p>		<p>After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of events or details that the student has not retold in Section A.</p>
1. We all need bones <input type="checkbox"/>	1. What does it say about bones at the beginning of the report? <input type="checkbox"/>	
2. Without our bones we would just flop on the floor <input type="checkbox"/>	2. What would happen to our bodies without our bones? <input type="checkbox"/>	
3. The bones in our bodies are all joined together <input type="checkbox"/>	3. What does it say about all the bones in our body? <input type="checkbox"/>	
4. From our head to our feet <input type="checkbox"/>	4. From where to where are our bones joined? <input type="checkbox"/>	
5. We can't see our bones <input type="checkbox"/>	5. Can we see our bones? <input type="checkbox"/>	
6. Because they are inside our bodies <input type="checkbox"/>	6. Why can't we see our bones? <input type="checkbox"/>	
7. Our bones do three things for us <input type="checkbox"/>	7. How many things do our bones do for us? <input type="checkbox"/>	
8. Firstly, everything inside our body is connected to our bones <input type="checkbox"/>	8. What is connected to our bones? <input type="checkbox"/>	
9. Our bones support our bodies <input type="checkbox"/>	9. Because everything is connected to our bones, how do our bones help us? <input type="checkbox"/>	
10. And give them shape <input type="checkbox"/>	10. How else does this help our bodies? <input type="checkbox"/>	
11. Bones also protect all the important parts of our body <input type="checkbox"/>	11. What is the second way that our bones help us? <input type="checkbox"/>	
12. Our bones are hard <input type="checkbox"/>	12. How do our bones protect us? <input type="checkbox"/>	
13. They are placed around the soft parts like our heart <input type="checkbox"/>	13. What parts of our bodies do they protect? <input type="checkbox"/>	
14. Our bones also work together with our muscles <input type="checkbox"/>	14. What is the third way that our bones help us? <input type="checkbox"/>	
15. Our muscles are joined to our bones <input type="checkbox"/>	15. What is joined to our bones? <input type="checkbox"/>	
16. The muscles push and pull the bones <input type="checkbox"/>	16. What do the muscles do to the bones? <input type="checkbox"/>	
17. To make them move <input type="checkbox"/>	17. Why do the muscles push and pull our bones? <input type="checkbox"/>	
18. This helps us to move about <input type="checkbox"/>	18. In what way do our muscles and bones working together help us? <input type="checkbox"/>	
<b>RETELL TOTAL</b> <b>( PASS 50% = 9 )</b> <input type="checkbox"/>	<b>INFERENTIAL COMPREHENSION</b> 19. What would happen if all our bones weren't joined together? <i>They wouldn't support the body.</i> <input type="checkbox"/> 20. How do bones protect the heart? <i>They form a cage with the heart inside.</i> <input type="checkbox"/>	
		<b>COMPREHENSION</b> <b>TOTAL (PASS 75% = 15 )</b> <input type="checkbox"/>

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LITERAL COMPREHENSION : Ducks		Level 2
Section A : Retell	Section B : Questions to check Comprehension	
<p><i>After initial reading by the student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.</i></p>		<p><i>After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of events or details that the student has not retold in Section A.</i></p>
1. If you pass by a large pond or lake you might see ducks on the water <input type="checkbox"/>	1. Where does the report say you might see ducks ? <input type="checkbox"/>	
2. Ducks have feathers that are waterproof <input type="checkbox"/>	2. What does it say about ducks' feathers ? <input type="checkbox"/>	
3. Which help them to float They also keep them warm <input type="checkbox"/>	3. How do the feathers help the ducks ? <input type="checkbox"/>	
4. Ducks have webbed feet <input type="checkbox"/>	4. What does it say about ducks feet ? <input type="checkbox"/>	
5. They work like paddles and help them to swim <input type="checkbox"/>	5. How do the ducks feet help them ? <input type="checkbox"/>	
6. They can also walk on soft mud without sinking <input type="checkbox"/>	6. In what other way do the webbed feet help the ducks ? <input type="checkbox"/>	
7. On the ground they walk slowly <input type="checkbox"/>	7. How do ducks move on the ground ? <input type="checkbox"/>	
8. But in the sky they can fly very fast <input type="checkbox"/>	8. How do ducks move in the sky ? <input type="checkbox"/>	
9. Ducks often land on the water <input type="checkbox"/>	9. Where do ducks often land ? <input type="checkbox"/>	
10. They open their wings to slow down <input type="checkbox"/>	10. How do they land on the water ? <input type="checkbox"/>	
11. They land feet first and make a spray of water in front of them <input type="checkbox"/>	11. What part of the duck hits the water first when they land ? What happens to the water ? <input type="checkbox"/>	
12. Ducks eat small water animals and plants from the pond <input type="checkbox"/>	12. What do ducks eat from the pond ? <input type="checkbox"/>	
13. You can see their tails sticking out of the water when they are looking for food <input type="checkbox"/>	13. How do you know ducks are looking for food when they are on the water ? <input type="checkbox"/>	
14. Sometimes they will feed in the fields near the water <input type="checkbox"/>	14. What is another place that they like to feed ? <input type="checkbox"/>	
15. They like to catch worms and insects <input type="checkbox"/>	15. What food do they catch in the fields near the water ? <input type="checkbox"/>	
16. Some ducks fly away when it gets cold in winter <input type="checkbox"/>	16. What happens when it gets cold in winter ? <input type="checkbox"/>	
17. They can fly long distances <input type="checkbox"/>	17. How far can ducks fly ? <input type="checkbox"/>	
18. To find a place where it is warmer <input type="checkbox"/>	18. Where do the ducks fly away to ? <input type="checkbox"/>	
<b>RETELL TOTAL</b> <b>( PASS 50% = 9 )</b> <input type="checkbox"/>		<b>INFERENTIAL COMPREHENSION</b> 19. Why do ducks have waterproof feathers ? <i>They spend a lot of the time on the water.</i> <input type="checkbox"/>
		20. Why do ducks walk slowly on the ground ? <i>They are designed for movement on the water and in the air.</i> <input type="checkbox"/>
		<b>COMPREHENSION</b> <b>TOTAL (PASS 75% = 15 )</b> <input type="checkbox"/>

Name :		Date :		Age :	
Title : Autumn		Running words : 160		Reading Age : 8 - 8½	
Level 2					

The season is changing from summer to autumn. The days are getting shorter and the nights are getting longer. The sun is lower in the sky during the day and this makes the shadows longer. The sun doesn't feel as warm and you have to put on more clothes.

In autumn the berries on bushes and trees become soft and ripe. Nuts also ripen. Their shells burst and they fall onto the ground which means there is plenty of food for the animals which feed on them.

On farms the last crops ripen in the autumn sun. They are harvested before the colder weather spoils them. In the mountains or high places where there will be winter snow, the farmers move their stock down to lower slopes as winter approaches.

By late autumn, the leaves on many trees are dead and have fallen. They make a crunchy carpet on the ground.

The sky is grey and the wind is cold.

Analysis of uncorrected reading miscues	
Circle cues used during miscue	
1. M V S	
2. M V S	
3. M V S	
4. M V S	
5. M V S	
6. M V S	
7. M V S	
8. M V S	
9. M V S	
10. M V S	
11. M V S	
12. M V S	
13. M V S	
14. M V S	
15. M V S	
16. M V S	
17. M V S	
18. M V S	
19. M V S	
20. M V S	
Analysis of self corrections	
Circle cues used during miscue	self correction
1. M V S	M V S
2. M V S	M V S
3. M V S	M V S
4. M V S	M V S
5. M V S	M V S
6. M V S	M V S
7. M V S	M V S
8. M V S	M V S
9. M V S	M V S
10. M V S	M V S

Accuracy Pass 97%		Comments about reading behaviour :
Retelling Pass 50%		
Comprehension Pass 75%		
		Recommended Instructional Reading Age :

LITERAL COMPREHENSION : Autumn		Level 2
Section A : Retell	Section B : Questions to check Comprehension	
<p>After initial reading by the student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.</p>		<p>After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of events or details that the student has not retold in Section A.</p>
1. The season is changing from summer to autumn <input type="checkbox"/>	1. What change of season is talked about at the beginning of the article ? <input type="checkbox"/>	
2. The days are getting shorter and the nights are getting longer <input type="checkbox"/>	2. What is happening to the days and the nights ? <input type="checkbox"/>	
3. The sun is lower in the sky during the day <input type="checkbox"/>	3. What is happening to the sun ? <input type="checkbox"/>	
4. This makes the shadows longer <input type="checkbox"/>	4. What changes because the sun is lower in the sky during the day ? <input type="checkbox"/>	
5. The sun doesn't feel as warm <input type="checkbox"/>	5. What else is different about the sun in autumn ? <input type="checkbox"/>	
6. You have to put on more clothes <input type="checkbox"/>	6. What do you have to do as a result of the change ? <input type="checkbox"/>	
7. In autumn the berries on bushes and trees become soft and ripe <input type="checkbox"/>	7. What happens to the berries in autumn ? <input type="checkbox"/>	
8. Nuts also ripen <input type="checkbox"/>	8. What happens to the nuts in autumn ? <input type="checkbox"/>	
9. Their shells burst and they fall onto the ground <input type="checkbox"/>	9. What happens to the nuts when they are ripe ? <input type="checkbox"/>	
10. This means there is plenty of food for the animals that feed on nuts <input type="checkbox"/>	10. Why is it a good time for the animals that eat nuts ? <input type="checkbox"/>	
11. On farms the last crops ripen in the autumn sun <input type="checkbox"/>	11. What does the autumn sun do on the farms ? <input type="checkbox"/>	
12. The crops are harvested <input type="checkbox"/>	12. What happens to the crops ? <input type="checkbox"/>	
13. Before the cold weather spoils them <input type="checkbox"/>	13. Why do the farmers harvest their crops ? <input type="checkbox"/>	
14. In the mountains or high places where there will be snow <input type="checkbox"/>	14. Where will there be snow ? <input type="checkbox"/>	
15. The farmers move their stock down to lower slopes as winter approaches <input type="checkbox"/>	15. What do the farmers do with their stock up in the mountains ? <input type="checkbox"/>	
16. By late autumn the leaves on many trees are dead and have fallen <input type="checkbox"/>	16. What happens to the leaves on many trees? <input type="checkbox"/>	
17. The leaves make a crunchy carpet on the ground <input type="checkbox"/>	17. What happens to the fallen leaves ? <input type="checkbox"/>	
18. The sky is grey and the wind is cold <input type="checkbox"/>	18. What does it say about the sky and the wind ? <input type="checkbox"/>	
<b>RETELL TOTAL</b> <b>( PASS 50% = 9 )</b> <input type="checkbox"/>		<b>INFERENTIAL COMPREHENSION</b> 19. What would happen if the farmers didn't harvest their crops? <i>They wouldn't be able to use/sell them.</i> <input type="checkbox"/> 20. Why do the farmers move their stock ? <i>They don't want them to get caught in the snow .</i> <input type="checkbox"/>
		<b>COMPREHENSION</b> <b>TOTAL (PASS 75% = 15 )</b> <input type="checkbox"/>

Name :		Date :		Age :	
Title : Killer Plants		Running words : 193		Reading Age : 8½ - 9 Level 3	

People, animals and insects all eat plants. But there are some plants that bite back. These are meat-eating plants. Animals that wander too close may find themselves being eaten.

There are many different kinds of meat-eating plants. They grow all over the world. Some are so small that you could step on them and not notice. Others grow high above the floor of the forest. Some have traps as big as a football. Others trap their food with tiny leaves that look like threads. They all look like ordinary plants until you see them grab an insect.

The most famous meat-eating plant is the Venus fly trap. The plant is not very tall but any insect that lands on it faces death. Its leaves form a trap. There are sensitive hairs on the leaves. These are the triggers that make the leaves snap shut. The plant then uses a special fluid that kills the insect and eats it up. After about 10 days, the trap reopens, but all that is left of the insect will be its hard outer shell. The wind blows this away and the trap is now ready for more.

**Analysis of uncorrected reading miscues**  
Circle cues *used* during miscue

1.	M	V	S	
2.	M	V	S	
3.	M	V	S	
4.	M	V	S	
97% 5.	M	V	S	
Instructional Level	6.	M	V	S
	7.	M	V	S
	8.	M	V	S
	9.	M	V	S
	10.	M	V	S
	11.	M	V	S
	94% 12.	M	V	S
13.	M	V	S	
14.	M	V	S	
15.	M	V	S	
16.	M	V	S	
17.	M	V	S	
18.	M	V	S	
19.	M	V	S	
20.	M	V	S	

**Analysis of self corrections**  
Circle cues used during miscue self correction

1.	M	V	S	M	V	S
2.	M	V	S	M	V	S
3.	M	V	S	M	V	S
4.	M	V	S	M	V	S
5.	M	V	S	M	V	S
6.	M	V	S	M	V	S
7.	M	V	S	M	V	S
8.	M	V	S	M	V	S
9.	M	V	S	M	V	S
10.	M	V	S	M	V	S

Accuracy Pass 97%		Comments about reading behaviour :
Retelling Pass 50%		
Comprehension Pass 75%		
		Recommended Instructional Reading Age :

LITERAL COMPREHENSION : Killer Plants		Level 3
Section A : Retell	Section B : Questions to check Comprehension	
<p>After initial reading by the student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.</p>		<p>After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of events or details that the student has not retold in Section A.</p>
1. People, animals, and insects all eat plants <input type="checkbox"/>	1. According to the report, who eat plants ? <input type="checkbox"/>	
2. There are some plants that bite back. These are meat-eating plants <input type="checkbox"/>	2. What do some plants do ? What do you call plants who bite back ? <input type="checkbox"/>	
3. Animals that wander too close may find themselves being eaten <input type="checkbox"/>	3. What happens to animals who wander too close to meat-eating plants? <input type="checkbox"/>	
4. There are many different kinds of meat-eating plants <input type="checkbox"/>	4. What are we told about the number of meat-eating plants ? <input type="checkbox"/>	
5. They grow all over the world <input type="checkbox"/>	5. Where do these meat-eating plants grow ? <input type="checkbox"/>	
6. Some are so small you could step on them and not notice <input type="checkbox"/>	6. How small are some of these meat-eating plants ? <input type="checkbox"/>	
7. Others grow high above the floor of the forest <input type="checkbox"/>	7. How big are some of these meat-eating plants ? <input type="checkbox"/>	
8. Some plants have traps as big as a football <input type="checkbox"/>	8. What does it say about the size of the traps these plants have ? <input type="checkbox"/>	
9. Others trap their food with tiny leaves that look like threads <input type="checkbox"/>	9. What does it say about very small traps ? <input type="checkbox"/>	
10. They all look like ordinary plants until you see them grab an insect <input type="checkbox"/>	10. When do you realize that these aren't ordinary plants ? <input type="checkbox"/>	
11. The most famous meat-eating plant is the Venus fly trap <input type="checkbox"/>	11. What is the most famous meat-eating plant ? <input type="checkbox"/>	
12. The plant is not very tall but any insect that lands on it faces death <input type="checkbox"/>	12. What size is the Venus fly trap and how deadly is it ? <input type="checkbox"/>	
13. Its leaves form a trap <input type="checkbox"/>	13. What part of the Venus fly trap forms the trap ? <input type="checkbox"/>	
14. There are sensitive hairs on the leaves. <input type="checkbox"/>	14. What special things are on the leaves ? <input type="checkbox"/>	
15. These are the triggers that make the leaves snap shut <input type="checkbox"/>	15. What sets the trap off ? <input type="checkbox"/>	
16. The plant then uses a special fluid that kills the insect and eats it up <input type="checkbox"/>	16. What does the plant do once the insect has been trapped ? <input type="checkbox"/>	
17. After about 10 days the leaf reopens <input type="checkbox"/>	17. When does the leaf reopen ? <input type="checkbox"/>	
18. All that is left of the insect will be its hard outer shell <input type="checkbox"/>	18. What is left of the insect when the leaf reopens ? <input type="checkbox"/>	
<b>RETELL TOTAL</b> <b>( PASS 50% = 9 )</b> <input type="checkbox"/>	<b>INFERENTIAL COMPREHENSION</b>	
	19. How does the plant know when to close the trap? When an insect touches the hairs on the leaf. <input type="checkbox"/>	
	20. Why is the hard outer shell left behind ? The plant can't eat it / break it down. <input type="checkbox"/>	
<b>COMPREHENSION TOTAL (PASS 75% = 15 )</b> <input type="checkbox"/>		

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LITERAL COMPREHENSION : Recycling		Level 3
Section A : Retell	Section B : Questions to check Comprehension	
<p>After initial reading by the student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.</p>		<p>After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of events or details that the student has not retold in Section A.</p>
1. Every week households in the city are throwing away more and more rubbish <input type="checkbox"/>	1. What happens in most households in the city every week ? <input type="checkbox"/>	
2. Some of this could be recycled <input type="checkbox"/>	2. What does the author think could be done with some of this rubbish ? <input type="checkbox"/>	
3. The first reason—there is too much rubbish <input type="checkbox"/>	3. What is the first reason given for recycling ? <input type="checkbox"/>	
4. Burning and dumping it have been the most common ways of getting rid of it <input type="checkbox"/>	4. What have been the most common ways of getting rid of rubbish in the past ? <input type="checkbox"/>	
5. Now there is so much to get rid of <input type="checkbox"/>	5. Why is there a problem now with getting rid of rubbish this way ? <input type="checkbox"/>	
6. It is having a bad effect on our environment <input type="checkbox"/>	6. What is happening now that there is so much rubbish ? <input type="checkbox"/>	
7. Burning causes air pollution <input type="checkbox"/>	7. What is the bad effect of burning rubbish ? <input type="checkbox"/>	
8. Land is becoming too valuable to be used as a dumping ground <input type="checkbox"/>	8. What is the bad effect of dumping rubbish ? <input type="checkbox"/>	
9. The second reason—we are running out of the materials used to make things <input type="checkbox"/>	9. What is the second reason given for recycling rubbish ? <input type="checkbox"/>	
10. It makes sense to try and reuse some of the things we throw away <input type="checkbox"/>	10. Because of these reasons what does the author suggest we should do ? <input type="checkbox"/>	
11. It does take a bit of time on your part <input type="checkbox"/>	11. What will it mean for you if you start to recycle your rubbish ? <input type="checkbox"/>	
12. But it is well worth it <input type="checkbox"/>	12. How does the author think you will feel about making the effort to recycle ? <input type="checkbox"/>	
13. Glass, paper, and cans are easily sorted <input type="checkbox"/>	13. What types of rubbish can be easily sorted ? <input type="checkbox"/>	
14. Many cities give out special bins to help you do this <input type="checkbox"/>	14. What do many cities do to help you sort your rubbish ? <input type="checkbox"/>	
15. These are emptied every week <input type="checkbox"/>	15. What happens to this rubbish once you sort it into special bins ? <input type="checkbox"/>	
16. There are also special places where you can leave empty cans and old newspapers <input type="checkbox"/>	16. There are also some special places mentioned. What are they for ? <input type="checkbox"/>	
17. Something else you can do is use your food scraps <input type="checkbox"/>	17. What is the last suggestion the author makes for recycling rubbish ? <input type="checkbox"/>	
18. To make compost for your garden <input type="checkbox"/>	18. How can you recycle food scraps ? <input type="checkbox"/>	
<b>RETELL TOTAL</b> <b>( PASS 50% = 9 )</b> <input type="checkbox"/>		<b>INFERENTIAL COMPREHENSION</b> 19. Why has pollution from burning rubbish become a problem ? <i>There is a lot more rubbish to burn.</i> <input type="checkbox"/> 20. Why does it take time to recycle rubbish ? <i>You have to sort your rubbish.</i> <input type="checkbox"/>
		<b>COMPREHENSION TOTAL (PASS 75% = 15 )</b> <input type="checkbox"/>

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LITERAL COMPREHENSION : The Elephant's Trunk		Level 4
Section A : Retell	Section B : Questions to check Comprehension	
<p>After initial reading by the student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.</p>		<p>After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of events or details that the student has not retold in Section A.</p>
1. An elephant's trunk is a very handy piece of equipment <input type="checkbox"/>	1. What does the author say about an elephant's trunk in the introduction ? <input type="checkbox"/>	
2. Because of its size and the way it is built, it depends on its trunk for many everyday tasks <input type="checkbox"/>	2. Why does an elephant depend on its trunk ? What does it depend on its trunk for ? <input type="checkbox"/>	
3. Its neck is too short to allow it to reach the ground to feed <input type="checkbox"/>	3. What problems would an elephant have feeding if it didn't have a trunk ? <input type="checkbox"/>	
4. It doesn't have the agility to climb trees to reach food that is high up <input type="checkbox"/>	4. What other problem is mentioned ? <input type="checkbox"/>	
5. The trunk is actually an extension of the nose and upper lip <input type="checkbox"/>	5. What is the trunk an extension of ? <input type="checkbox"/>	
6. It has projections like fingers on the tip of it <input type="checkbox"/>	6. What does the trunk have on its tip ? <input type="checkbox"/>	
7. These fingers allow the elephant to pick up small objects (berries, fruit, leaves) <input type="checkbox"/>	7. How do these fingers help the elephant ? <input type="checkbox"/>	
8. Which can then be placed into its mouth <input type="checkbox"/>	8. Once the elephant has picked up these small objects what can it do with them ? <input type="checkbox"/>	
9. The trunk is also very strong <input type="checkbox"/>	9. What is another feature of the trunk that is mentioned? <input type="checkbox"/>	
10. It can be used to lift heavy objects and pull down trees <input type="checkbox"/>	10. What can the elephant do because of the strength of its trunk ? <input type="checkbox"/>	
11. Also used to scoop out holes and fight other males during mating season <input type="checkbox"/>	11. What other things can the elephant do because of the strength of its trunk ? <input type="checkbox"/>	
12. The elephant also breathes through its trunk <input type="checkbox"/>	12. What is another feature of the trunk that is mentioned ? <input type="checkbox"/>	
13. It can use it like a straw to suck in water <input type="checkbox"/>	13. Because it can breathe through its trunk, what does the elephant do ? <input type="checkbox"/>	
14. And blow it into its mouth or spray it over its body <input type="checkbox"/>	14. What does the elephant do with the water it sucks up ? <input type="checkbox"/>	
15. The elephant can completely submerge itself in water <input type="checkbox"/>	15. What does the report say about elephants in water ? <input type="checkbox"/>	
16. And use its trunk as a snorkel to breathe <input type="checkbox"/>	16. How does the elephant breathe when it is under water ? <input type="checkbox"/>	
17. It is also a very sensitive organ <input type="checkbox"/>	17. What is the last feature of the trunk that is mentioned ? <input type="checkbox"/>	
18. Which the elephant can raise in the air and detect scents carried by the wind <input type="checkbox"/>	18. Because the trunk is very sensitive, what can the elephant use it for ? <input type="checkbox"/>	
<b>RETELL TOTAL</b> <b>( PASS 50% = 9 )</b> <input type="checkbox"/>	<b>INFERENTIAL COMPREHENSION</b>	
	19. What would happen to an elephant without a trunk ? <i>It would probably die of starvation.</i> <input type="checkbox"/>	
	20. Why would an elephant spray water over itself ? <i>To cool itself down or to clean itself.</i> <input type="checkbox"/>	
<b>COMPREHENSION TOTAL (PASS 75% = 15 )</b> <input type="checkbox"/>		

Name :		Date :		Age :		
Title : The First Houses		Running words : 210		Reading Age : 9 - 10		
				Level 4		
<p>The first humans were hunters and moved around looking for food. They had few tools or skills and weren't very well organised. They lived in small groups in caves. As people learnt how to grow food instead of having to hunt for it, they also learnt how to build their own shelters. Simple tents and huts were made by tying tree branches together and covering them with skins, bark, or leaves.</p> <p>As farming became more established, shelters became more permanent and people started living together in villages. Because there were more people they could work together on bigger building projects.</p> <p>They built stronger and more permanent huts from mud bricks. The mud was mixed with straw and shaped into blocks. These were left in the sun to harden and dry. The straw helped the mud to stay together and stopped the bricks from cracking as they dried. The walls made from these mud bricks were held together by mortar or cement.</p> <p>Over a period of time houses became more complicated and more attractive in appearance. As better tools were developed people found different ways to build houses. Instead of just one living space there were rooms and hallways. By the Middle Ages, most houses in Europe were made of wood.</p>		<i>Analysis of uncorrected reading miscues</i> Circle cues <i>used</i> during miscue				
		1.	M	V	S	
		2.	M	V	S	
		3.	M	V	S	
		4.	M	V	S	
		5.	M	V	S	
		6.	M	V	S	
		7.	M	V	S	
		8.	M	V	S	
		9.	M	V	S	
		10.	M	V	S	
		11.	M	V	S	
		12.	M	V	S	
		13.	M	V	S	
		14.	M	V	S	
		15.	M	V	S	
		16.	M	V	S	
		17.	M	V	S	
		18.	M	V	S	
		19.	M	V	S	
20.	M	V	S			
		<i>Analysis of self corrections</i> Circle cues used during miscue      self correction				
1.	M	V	S	M	V	S
2.	M	V	S	M	V	S
3.	M	V	S	M	V	S
4.	M	V	S	M	V	S
5.	M	V	S	M	V	S
6.	M	V	S	M	V	S
7.	M	V	S	M	V	S
8.	M	V	S	M	V	S
9.	M	V	S	M	V	S
10.	M	V	S	M	V	S
Accuracy		Comments about reading behaviour :				
Pass 97%						
Retelling						
Pass 50%		Recommended Instructional Reading Age :				
Comprehension						
Pass 75%						

LITERAL COMPREHENSION : The First Houses		Level 4
Section A : Retell	Section B : Questions to check Comprehension	
<p>After initial reading by the student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.</p>		<p>After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of events or details that the student has not retold in Section A.</p>
1. The first people were hunters and moved around looking for food <input type="checkbox"/>	1. How did the first people get their food ? <input type="checkbox"/>	
2. They had few tools or skills and weren't very well organised <input type="checkbox"/>	2. What does it say about the tools and skills of the first people ? <input type="checkbox"/>	
3. They lived in small groups in caves <input type="checkbox"/>	3. Where did these first people live ? <input type="checkbox"/>	
4. As people learnt how to grow food instead of having to hunt for it <input type="checkbox"/>	4. How did the food supply change ? <input type="checkbox"/>	
5. They also learnt how to make their own shelters <input type="checkbox"/>	5. What else did people learn to do ? <input type="checkbox"/>	
6. Simple tents and huts were made <input type="checkbox"/>	6. What sort of shelters did they start making ? <input type="checkbox"/>	
7. By tying tree branches together and covering them with skins, bark, or leaves <input type="checkbox"/>	7. What were these simple shelters made out of ? <input type="checkbox"/>	
8. As farming became more established, shelters became more permanent <input type="checkbox"/>	8. What happened to shelters as farming became more established ? <input type="checkbox"/>	
9. People started living together in villages <input type="checkbox"/>	9. What changed about the way people lived together ? <input type="checkbox"/>	
10. Because there were more people they could work together on bigger building projects <input type="checkbox"/>	10. What was the advantage of people living together in villages ? <input type="checkbox"/>	
11. They built stronger and more permanent huts from mud bricks <input type="checkbox"/>	11. What was the next development in the building of houses ? <input type="checkbox"/>	
12. Mud mixed with straw, shaped into blocks, left in the sun to harden and dry <input type="checkbox"/>	12. How were mud bricks made ? <input type="checkbox"/>	
13. The straw helped the the mud stick together and stopped the bricks cracking as they dried <input type="checkbox"/>	13. Why did they use straw when making mud bricks ? <input type="checkbox"/>	
14. The walls made from these mud bricks were held together by mortar or cement <input type="checkbox"/>	14. What held the mud brick walls together ? <input type="checkbox"/>	
15. Over time houses became more complicated and attractive in appearance <input type="checkbox"/>	15. How did the appearance of houses change over time ? <input type="checkbox"/>	
16. As better tools were developed people found different ways to build houses. <input type="checkbox"/>	16. How did the development of better tools change the building of houses ? <input type="checkbox"/>	
17. Instead of just one living space there were rooms and hallways <input type="checkbox"/>	17. What changes were made to the living space inside houses ? <input type="checkbox"/>	
18. By the Middle Ages, most houses in Europe were made of wood <input type="checkbox"/>	18. What had happened by the Middle Ages ? <input type="checkbox"/>	
<p><b>RETELL TOTAL</b> <input type="checkbox"/> ( PASS 50% = 9 )</p>		<p><b>INFERENTIAL COMPREHENSION</b></p> <p>19. Why did the first humans live in caves ? <input type="checkbox"/> <i>They didn't know how to build houses / didn't have any tools.</i></p> <p>20. Why did farmers build permanent shelters instead of living in caves ? <input type="checkbox"/> <i>They didn't have to move around looking for food <u>or</u> They wanted to be near their farms</i></p>
		<p><b>COMPREHENSION TOTAL (PASS 75% = 15 )</b> <input type="checkbox"/></p>

Name :		Date :		Age :	
Title: <b>Insects</b>		Running words: 230		Reading Age: 10-11	
				Level 5	

Insects live almost everywhere, in all sorts of places. Most insects live in gardens, forests, or near rivers. Some live indoors in our homes. Some even live in the frozen Antarctic.

There are more different kinds of insects than any other living creatures. Although they may look very different from each other, they all have a body that is divided up into a head, a thorax, and an abdomen. They also have at least one pair of antennae which they use to feel and to smell.

They usually taste with their mouth parts but some taste through their feet. This means they can tell when they have landed on something sweet.

Some insects eat plants. Others eat other animals and some eat dead animals. Some suck blood from larger animals.

Most insects have developed ways of keeping themselves safe from other animals who would like to eat them. Many insects have hard shells or cases which protect their tasty insides from the sharp beaks of birds.

Some butterflies have special markings which look like enormous eyes to frighten away those animals looking for a butterfly snack. Wasps and bees have colourful stripes as a warning to birds and other animals that they sting.

Other insects camouflage themselves. They melt into their surroundings so that their enemies don't spot them. Stick insects look like sticks. They even have the same shape.

<i>Analysis of uncorrected reading miscues</i> <small>Circle cues <i>used</i> during miscue</small>			
1.	M	V	S
2.	M	V	S
3.	M	V	S
4.	M	V	S
5.	M	V	S
6.	M	V	S
7.	M	V	S
8.	M	V	S
9.	M	V	S
10.	M	V	S
11.	M	V	S
12.	M	V	S
13.	M	V	S
14.	M	V	S
15.	M	V	S
16.	M	V	S
17.	M	V	S
18.	M	V	S
19.	M	V	S
20.	M	V	S
<i>Analysis of self corrections</i> <small>Circle cues used during miscue      self correction</small>			
1.	M	V	S
2.	M	V	S
3.	M	V	S
4.	M	V	S
5.	M	V	S
6.	M	V	S
7.	M	V	S
8.	M	V	S
9.	M	V	S
10.	M	V	S

Accuracy Pass 97%	
Retelling Pass 50%	
Comprehension Pass 75%	

Comments about reading behaviour :

Recommended Instructional Reading Age :

LITERAL COMPREHENSION : Insects		Level 5
Section A : Retell	Section B : Questions to check Comprehension	
<p>After initial reading by the student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.</p>		<p>After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of events or details that the student has not retold in Section A.</p>
1. Insects live almost everywhere, in all sorts of places <input type="checkbox"/>	1. What does it say in the introduction about where insects live ? <input type="checkbox"/>	
2. Most live in gardens, forests, or near rivers <input type="checkbox"/>	2. What are the places that most insects live ? <input type="checkbox"/>	
3. Some live indoors in our homes <input type="checkbox"/>	3. What other places are mentioned that you can expect to find insects? <input type="checkbox"/>	
4. Some live in the frozen Antarctic <input type="checkbox"/>	4. What other places are mentioned that you can expect to find insects? <input type="checkbox"/>	
5. There are more different kinds of insects than any other living creatures <input type="checkbox"/>	5. What does it say about the number of different kinds of insects? <input type="checkbox"/>	
6. They all have a body that is divided into a head, thorax, and an abdomen <input type="checkbox"/>	6. What do all insects have in common ? <input type="checkbox"/>	
7. They also have at least one pair of antennae which they use to feel and to smell <input type="checkbox"/>	7. What does it say about antennae ? What are they used for ? <input type="checkbox"/>	
8. They usually taste with their mouth parts <input type="checkbox"/>	8. How do insects taste things ? <input type="checkbox"/>	
9. Some taste through their feet-they can tell when they have landed on something sweet <input type="checkbox"/>	9. What is unusual about the way some insects taste ? Why is this useful ? <input type="checkbox"/>	
10. Some insects eat plants, some eat other animals, some eat dead animals <input type="checkbox"/>	10. What do insects eat ? <input type="checkbox"/>	
11. Some insects suck blood from larger animals <input type="checkbox"/>	11. What do some insects get from larger animals? <input type="checkbox"/>	
12. Most insects have developed ways of keeping themselves safe from other animals <input type="checkbox"/>	12. What have insects had to develop ? <input type="checkbox"/>	
13. They have hard shells or cases to protect themselves against the sharp beaks of birds <input type="checkbox"/>	13. How do some insects protect themselves from birds ? <input type="checkbox"/>	
14. Butterflies have markings (enormous eyes) to frighten away animals wanting to eat them <input type="checkbox"/>	14. What do some butterflies have to protect themselves ? <input type="checkbox"/>	
15. Bees and wasps have colourful stripes as a warning to birds etc that they sting <input type="checkbox"/>	15. How do bees and wasps protect themselves? <input type="checkbox"/>	
16. Other insects camouflage themselves <input type="checkbox"/>	16. What is another way of protection that is mentioned ? <input type="checkbox"/>	
17. They melt into their surroundings so their enemies can't spot them <input type="checkbox"/>	17. How does an insect protect itself when it uses camouflage ? <input type="checkbox"/>	
18. Stick insects look like sticks. They even have the same shape <input type="checkbox"/>	18. What is the example given of an insect camouflaging itself? <input type="checkbox"/>	
<p><b>RETELL TOTAL</b> ( PASS 50% = 9 ) <input type="checkbox"/></p>		<p><b>INFERENTIAL COMPREHENSION</b></p> <p>19. Why do "enormous eyes" on butterflies wings frighten away animals? <i>Enormous eyes usually means an enormous animal</i> <input type="checkbox"/></p> <p>20. Why do some insects suck blood from larger animals ? <i>Blood is their food.</i> <input type="checkbox"/></p>
		<p><b>COMPREHENSION</b> <b>TOTAL (PASS 75% = 15 )</b> <input type="checkbox"/></p>

Name :		Date :		Age :						
Title : Telling the Time		Running words : 228		Reading Age : 10-11 Level 5						
<p>Throughout history people have found ways of measuring the passing of time. The simplest method is to compare the position of the sun in the sky. The oldest form of clock was a shadow clock or sundial. This was a stick or rod attached to a plate with regular marks on it to indicate hours. As the sun moved through the sky, the shadow on the plate told the time of day. There have been other methods of telling the time when there was no sunlight. The Chinese burnt a knotted rope and noted the length of time required for the fire to travel from one knot to the next. A similar idea was a candle with notches at regular intervals. This gave a rough idea of how much time had past since it was lit.</p> <p>The water clock consisted of a large container from which water leaked slowly from an opening in the bottom. The level of the water left inside showed the time on a scale marked on the wall of the container.</p> <p>Another ancient clock was the sandglass. This was a sealed container with a very narrow waist in the middle. An amount of sand took a known time to trickle through the waist. The period of time it took for this to happen was often an hour, so it was also called an hourglass.</p>				<b>Analysis of uncorrected reading miscues</b> <small>Circle cues used during miscue</small>						
				1.	M	V	S			
				2.	M	V	S			
				3.	M	V	S			
				4.	M	V	S			
				5.	M	V	S			
				6.	M	V	S			
				7.	M	V	S			
				8.	M	V	S			
				9.	M	V	S			
				10.	M	V	S			
				11.	M	V	S			
				12.	M	V	S			
				13.	M	V	S			
				14.	M	V	S			
				15.	M	V	S			
				16.	M	V	S			
				17.	M	V	S			
				18.	M	V	S			
				19.	M	V	S			
				20.	M	V	S			
				<p>97%</p> <p style="text-align: center; transform: rotate(-90deg);">Instructional Level</p>				<b>Analysis of self corrections</b> <small>Circle cues used during miscue self correction</small>		
1.	M	V	S					M	V	S
2.	M	V	S					M	V	S
3.	M	V	S					M	V	S
4.	M	V	S					M	V	S
5.	M	V	S					M	V	S
6.	M	V	S					M	V	S
7.	M	V	S					M	V	S
8.	M	V	S					M	V	S
9.	M	V	S					M	V	S
10.	M	V	S					M	V	S
94%										

Accuracy Pass 97%		Comments about reading behaviour :
Retelling Pass 50%		
Comprehension Pass 75%		
		Recommended Instructional Reading Age :

LITERAL COMPREHENSION : Telling the Time		Level 5
Section A : Retell	Section B : Questions to check Comprehension	
<p>After initial reading by the student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.</p>		<p>After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of events or details that the student has not retold in Section A.</p>
1. Throughout history people have found ways of measuring the passing of time <input type="checkbox"/>	1. What does the introduction say about measuring time ? <input type="checkbox"/>	
2. The simplest method is to compare the position of the sun in the sky <input type="checkbox"/>	2. What is the simplest method of measuring the passing of time ? <input type="checkbox"/>	
3. The oldest form of clock was a shadow clock or sundial <input type="checkbox"/>	3. What is the oldest form of clock ? <input type="checkbox"/>	
4. This was a stick or rod attached to a plate with regular marks on it to indicate hours <input type="checkbox"/>	4. What does a sundial look like ? <input type="checkbox"/>	
5. As the sun moved through the sky, the shadow on the plate told the time of day <input type="checkbox"/>	5. How do you tell the time using a sundial ? <input type="checkbox"/>	
6. There have been other methods of telling the time when there was no sunlight <input type="checkbox"/>	6. What do the other methods of telling the time NOT rely on ? <input type="checkbox"/>	
7. The Chinese burnt a knotted rope <input type="checkbox"/>	7. What did the Chinese do to tell the time ? <input type="checkbox"/>	
8. They noted the length of time for the fire to travel from one knot to the next <input type="checkbox"/>	8. How did burning a knotted rope help to tell the time ? <input type="checkbox"/>	
9. A similar idea was a candle with notches at regular intervals <input type="checkbox"/>	9. Describe the time measuring device using a candle ? <input type="checkbox"/>	
10. This gave a rough idea of how much time had passed since it was lit <input type="checkbox"/>	10. How could you tell the time using a candle ? <input type="checkbox"/>	
11. The water clock consisted of a large container <input type="checkbox"/>	11. Describe a water clock ? <input type="checkbox"/>	
12. From which water leaked slowly from an opening in the bottom <input type="checkbox"/>	12. What happens to the water in a water clock ? <input type="checkbox"/>	
13. The level of the water left inside showed the time on a scale marked on the container wall <input type="checkbox"/>	13. How do you measure time using a water clock ? <input type="checkbox"/>	
14. Another ancient clock was the sandglass <input type="checkbox"/>	14. What was the name of the last clock mentioned ? <input type="checkbox"/>	
15. This was a sealed container with a very narrow waist in the middle <input type="checkbox"/>	15. Describe what a sandglass looks like ? <input type="checkbox"/>	
16. An amount of sand took a known time to trickle through the waist <input type="checkbox"/>	16. How do you measure the passing of time using a sandglass ? <input type="checkbox"/>	
17. The period of time it took for this to happen was often an hour <input type="checkbox"/>	17. What length of time did a sandglass usually measure ? <input type="checkbox"/>	
18. So it was also called an hourglass <input type="checkbox"/>	18. What was the other name for a sandglass ? <input type="checkbox"/>	
<b>RETELL TOTAL</b> <b>( PASS 50% = 9 )</b> <input type="checkbox"/>		<b>INFERENTIAL COMPREHENSION</b> 19. When would a sundial be of no use? <i>On a cloudy day or at night.</i> <input type="checkbox"/>
		20. What is the problem with a candle clock ? <i>Candles burn down at different rates.</i> <input type="checkbox"/>
		<b>COMPREHENSION</b> <b>TOTAL (PASS 75% = 15 )</b> <input type="checkbox"/>

Name :		Date :		Age :	
Title: Dolphins		Running words: 243		Reading Age : 11-12      Level 6	

<p>Many people think that dolphins are fish, but they are actually mammals just like humans. They are warm-blooded and air breathing just like us. Most dolphins are light or dark grey. Their bodies are smooth, long, and slender. They live their whole lives in the water throughout the oceans. They cannot breathe under water so they have to hold their breath when they go under and come up regularly for fresh air. They have a nose called a blowhole on the top of their head. This means the dolphin doesn't have to rise far above the water to breathe. They probably do not sleep like we do because they must surface regularly to breathe so part of their brain is always alert. Dolphins can hold their breath for up to twenty minutes compared with less than one minute for most humans. This means they can dive very deep, up to 0.8 kilometres or half a mile. Dolphins dive to hunt for food. Many eat squid. Some also eat shrimp and octopus. Mainly they eat smaller fish.</p> <p>Unfortunately, many dolphins do not live out their full lifespan. Even if they avoid predators such as sharks and orcas, dolphins face many threats from humans. Thousands are taken every year for meat, oil, and fishing bait. Thousands more are killed as pests, blamed for eating valuable fish and seafood. Many others die accidentally, tangled in drift fishing nets along with other sea life.</p>	<i>Analysis of uncorrected reading miscues</i> <small>Circle cues used during miscue</small>	
	1.	M V S
	2.	M V S
	3.	M V S
	4.	M V S
	5.	M V S
	6.	M V S
	7.	M V S
	8.	M V S
	9.	M V S
	10.	M V S
	11.	M V S
	12.	M V S
	13.	M V S
	14.	M V S
	15.	M V S
	16.	M V S
	17.	M V S
	18.	M V S
	19.	M V S
20.	M V S	
<i>Analysis of self corrections</i> <small>Circle cues used during miscue      self correction</small>		
1.	M V S    M V S	
2.	M V S    M V S	
3.	M V S    M V S	
4.	M V S    M V S	
5.	M V S    M V S	
6.	M V S    M V S	
7.	M V S    M V S	
8.	M V S    M V S	
9.	M V S    M V S	
10.	M V S    M V S	

Accuracy Pass 97%		Comments about reading behaviour :          Recommended Instructional Reading Age :
Retelling Pass 50%		
Comprehension Pass 75%		

LITERAL COMPREHENSION : Dolphins		Level 6
Section A : Retell	Section B : Questions to check Comprehension	
<p>After initial reading by the student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.</p>		<p>After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of events or details that the student has not retold in Section A.</p>
1. Many people think dolphins are fish, but they are actually mammals just like humans <input type="checkbox"/>	1. What do many people think dolphins are ? What type of animal are dolphins ? <input type="checkbox"/>	
2. They are warm blooded and air breathing just like us <input type="checkbox"/>	2. Why are dolphins mammals ? <input type="checkbox"/>	
3. Most dolphins are light or dark grey. Their bodies are smooth, long, and slender <input type="checkbox"/>	3. What does it say about the way they look ? <input type="checkbox"/>	
4. They live their whole lives in the water throughout the oceans of the world <input type="checkbox"/>	4. Where do dolphins live ? <input type="checkbox"/>	
5. They cannot breathe under water. They hold their breath and come up for fresh air <input type="checkbox"/>	5. What does it say about the way dolphins breathe ? <input type="checkbox"/>	
6. Have a nose called a blowhole on the top of their head—don't have to rise above surface <input type="checkbox"/>	6. How do dolphins breathe when they come to the surface ? <input type="checkbox"/>	
7. They don't sleep like we do—must surface regularly—part of their brain is always alert <input type="checkbox"/>	7. What does it say about the way dolphins sleep ? <input type="checkbox"/>	
8. Dolphins can hold their breath for up to 20 minutes—most humans less than 1 minute <input type="checkbox"/>	8. How long can dolphins hold their breath compared to humans ? <input type="checkbox"/>	
9. This means they can dive very deep - 0.8 km or 1/2 a mile <input type="checkbox"/>	9. Because they can hold their breath for so long, what are they able to do ? <input type="checkbox"/>	
10. Dolphins dive to hunt for food <input type="checkbox"/>	10. How do they hunt for food ? <input type="checkbox"/>	
11. Many eat squid. Some eat shrimp, octopus. Mainly they eat smaller fish <input type="checkbox"/>	11. What food do dolphins eat? <input type="checkbox"/>	
12. Unfortunately, many dolphins do not live out their full lifespan <input type="checkbox"/>	12. What does the report say about the length of many dolphins lives ? <input type="checkbox"/>	
13. Even if they avoid predators such as sharks and orcas <input type="checkbox"/>	13. Who are dolphins natural enemies ? <input type="checkbox"/>	
14. They face many threats from humans <input type="checkbox"/>	14. Who else threatens dolphins other than their natural enemies ? <input type="checkbox"/>	
15. Thousands are taken every year for meat, oil, and fishing bait <input type="checkbox"/>	15. Why do humans kill dolphins ? <input type="checkbox"/>	
16. Thousands more are killed as pests <input type="checkbox"/>	16. What is the other reason mentioned for humans killing dolphins ? <input type="checkbox"/>	
17. They are blamed for eating valuable fish and seafood <input type="checkbox"/>	17. Why do humans see dolphins as being pests ? <input type="checkbox"/>	
18. Many others die accidentally, tangled in drift fishing nets along with other sea life <input type="checkbox"/>	18. How do dolphins get killed accidentally ? <input type="checkbox"/>	
<b>RETELL TOTAL</b> <b>( PASS 50% = 9 )</b> <input type="checkbox"/>		<b>INFERENTIAL COMPREHENSION</b> 19. What would happen if dolphins slept like we do? They would drown. <input type="checkbox"/> 20. What could be done to reduce the number of dolphins killed accidentally? Stop people using drift fishing nets. <input type="checkbox"/>
		<b>COMPREHENSION TOTAL (PASS 75% = 15 )</b> <input type="checkbox"/>

Name :		Date :		Age :	
Title : The Black Death		Running words : 251		Reading Age : 11-12	
				Level 6	

<p>A plague is any disease which causes the death of many people at one time.</p> <p>Different kinds of plagues have cursed the human race throughout history.</p> <p>The most feared and widespread of all plagues was known as "The Black Death". The disease was carried by fleas on rats and once people became infected it was passed on very easily to others.</p> <p>This disease started with a fever followed by painful swelling of the glands.</p> <p>It was called the Black Death because the victims got red spots on their skin which turned black. People with the Black Death died very quickly, usually within three days. There was no cure for it. Nothing that the doctors tried worked.</p> <p>The worst outbreak of the disease was in the 14<sup>th</sup> century in Europe and Asia. Twenty five percent of the population died and it continued to be a problem for the next three hundred years.</p> <p>Normal life almost came to a standstill and law and order broke down.</p> <p>Crops were left to wither in the fields and cattle wandered about untended.</p> <p>Houses were deserted as some people left the cities to try and escape.</p> <p>People, even children, were left to die on their own by their families.</p> <p>Dead bodies were dumped in the street or buried in mass graves.</p> <p>Everyone was in a state of panic and worried only about their own survival.</p> <p>The plague still exists today but modern medicine means you have a fifty percent chance of surviving if you get it.</p>	<i>Analysis of uncorrected reading miscues</i> <small>Circle cues used during miscue</small>					
	1.	M	V	S		
	2.	M	V	S		
	3.	M	V	S		
	4.	M	V	S		
	5.	M	V	S		
	6.	M	V	S		
	97%	7.	M	V	S	
	Instructional Level	8.	M	V	S	
		9.	M	V	S	
		10.	M	V	S	
		11.	M	V	S	
		12.	M	V	S	
		13.	M	V	S	
		14.	M	V	S	
		15.	M	V	S	
	94%	16.	M	V	S	
	17.	M	V	S		
	18.	M	V	S		
	19.	M	V	S		
20.	M	V	S			
<i>Analysis of self corrections</i> <small>Circle cues used during miscue self correction</small>						
1.	M	V	S	M	V	S
2.	M	V	S	M	V	S
3.	M	V	S	M	V	S
4.	M	V	S	M	V	S
5.	M	V	S	M	V	S
6.	M	V	S	M	V	S
7.	M	V	S	M	V	S
8.	M	V	S	M	V	S
9.	M	V	S	M	V	S
10.	M	V	S	M	V	S

Accuracy		Comments about reading behaviour :
Pass 97%		
Retelling		
Pass 50%		Recommended Instructional Reading Age :
Comprehension		
Pass 75%		

LITERAL COMPREHENSION : The Black Death		Level 6
Section A : Retell	Section B : Questions to check Comprehension	
<p>After initial reading by the student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.</p>		<p>After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of events or details that the student has not retold in Section A.</p>
1. A plague is any disease which causes the death of many people at one time <input type="checkbox"/>	1. What is a plague ? <input type="checkbox"/>	
2. Different kinds of plagues have cursed the human race throughout history <input type="checkbox"/>	2. What has been the effect of plagues ? <input type="checkbox"/>	
3. The most feared and widespread of all plagues was know as the Black Death <input type="checkbox"/>	3. Why was the Black Death important ? <input type="checkbox"/>	
4. The disease was carried by fleas on rats It was passed on very easily to others <input type="checkbox"/>	4. How was the disease carried ? <input type="checkbox"/>	
5. The disease started with a fever followed by painful swelling of the glands <input type="checkbox"/>	5. How would people know they had it ? <input type="checkbox"/>	
6. Was called Black Death because the victims got red spots on their skin that turned black <input type="checkbox"/>	6. Why was it called the Black Death <input type="checkbox"/>	
7. People with the Black Death died quickly, usually within 3 days <input type="checkbox"/>	7. What happened to people who caught the Black Death ? <input type="checkbox"/>	
8. There was no cure for it Nothing the doctors tried worked <input type="checkbox"/>	8. Why did they all die ? <input type="checkbox"/>	
9. The worst outbreak of the disease was in the 14th century <input type="checkbox"/>	9. When was the Black Death at its worst ? <input type="checkbox"/>	
10. In Europe and Asia <input type="checkbox"/>	10. Whereabouts did this outbreak of the Black Death occur ? <input type="checkbox"/>	
11. 25% of the populuation died and it continued to be a problem for the next 300 years <input type="checkbox"/>	11. How many people died ? How long did it last for ? <input type="checkbox"/>	
12. Normal life almost came to a standstill Law and order broke down <input type="checkbox"/>	12. What effect did it have on normal life ? What broke down as a result of the plague ? <input type="checkbox"/>	
13. Crops were left to wither in the fields Cattle wandered about untended <input type="checkbox"/>	13. What happened to the crops and cattle ? <input type="checkbox"/>	
14. Houses were deserted as some people left the cities to try and escape <input type="checkbox"/>	14. How did some people try to escape the plague ? <input type="checkbox"/>	
15. People, even children, were left to die on their own by their families <input type="checkbox"/>	15. What happened to people who were dying ? <input type="checkbox"/>	
16. Dead bodies were dumped in the street or buried in mass graves <input type="checkbox"/>	16. What happened to all the dead bodies ? <input type="checkbox"/>	
17. Everyone was in a state of panic They only worried about their own survival <input type="checkbox"/>	17. How did everyone feel ? What were they worried about ? <input type="checkbox"/>	
18. The plague still exists today. If you get it you have a 50% chance of surviving <input type="checkbox"/>	18. What information is there about the Black Death today ? <input type="checkbox"/>	
<b>RETELL TOTAL</b> <b>( PASS 50% = 9 )</b> <input type="checkbox"/>		<b>INFERENTIAL COMPREHENSION</b> 19. What does it mean when it says that law and order broke down ? <i>People did what they liked etc.</i> <input type="checkbox"/> 20. Why were cattle and crops left untended ? <i>Farmers were dead or didn't care anymore.</i> <input type="checkbox"/>
		<b>COMPREHENSION</b> <b>TOTAL (PASS 75% = 15 )</b> <input type="checkbox"/>

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LITERAL COMPREHENSION : Animal Territories		Level 7
Section A : Retell	Section B : Questions to check Comprehension	
<p>After initial reading by the student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.</p>		<p>After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of events or details that the student has not retold in Section A.</p>
1. Many animals establish a territory, an area where they live and feed <input type="checkbox"/>	1. What is an animals territory ? <input type="checkbox"/>	
2. If food is limited, an animal will defend its territory to protect this supply of food <input type="checkbox"/>	2. What is one reason given for animals defending their territory ? <input type="checkbox"/>	
3. Others will only fight for a territory in which to nest and rear their young at breeding time <input type="checkbox"/>	3. What is another reason given for animals defending their territory ? <input type="checkbox"/>	
4. Territorial animals know exactly where the boundaries of their territories are <input type="checkbox"/>	4. How well do territorial animals know the boundaries of their territories ? <input type="checkbox"/>	
5. Animals from same species compete fiercely for an area because needs are very similar <input type="checkbox"/>	5. What happens when animals of the same species live in the same area ? Why ? <input type="checkbox"/>	
6. Animals of different species may be less competitive—their needs are different <input type="checkbox"/>	6. What happens when animals of different species live in the same area ? Why ? <input type="checkbox"/>	
7. If their food supply is different their territories may overlap <input type="checkbox"/>	7. When might territories overlap ? <input type="checkbox"/>	
8. Bird's territories are among the easiest to find, especially during breeding time (spring) <input type="checkbox"/>	8. Which animals' territories are the easiest to find and at what time of the year ? <input type="checkbox"/>	
9. In most species of bird, each male claims a territory <input type="checkbox"/>	9. Who claims the territory in most bird species ? <input type="checkbox"/>	
10. A small bird (robin) only needs a garden Golden eagle may claim 80sq kms (30sq miles) <input type="checkbox"/>	10. How big is a small bird's territory compared to a large bird ? (give specific details) <input type="checkbox"/>	
11. Animals mark their territories with scent Dogs and foxes use urine as scent markers <input type="checkbox"/>	11. How do some animals mark their territory ? What is one example of scent marking ? <input type="checkbox"/>	
12. Antelopes and deer mark trees with an oily scent from glands between their eyes <input type="checkbox"/>	12. What is the other example of scent marking given in this report ? <input type="checkbox"/>	
13. This scent warns other males that they have reached a rival's territory <input type="checkbox"/>	13. What is the purpose of the scent marking ? <input type="checkbox"/>	
14. Like birds, mammals try to scare away rivals Howler monkeys make fierce booming noises <input type="checkbox"/>	14. What is another way that mammals protect their territory ? What is the example given ? <input type="checkbox"/>	
15. If male mammals meet at the edge of their territories, they may fight fiercely <input type="checkbox"/>	15. What might happen when two male mammals meet at the edge of their territories ? <input type="checkbox"/>	
16. Male sea elephants claim a small area of beach and collect a group of females <input type="checkbox"/>	16. What sort of territory do male sea elephants establish ? <input type="checkbox"/>	
17. They will fight rival bulls to the death to defend this territory <input type="checkbox"/>	17. How do male sea elephants react to a another male who approaches their territory ? <input type="checkbox"/>	
18. Most territorial skirmishes are bluff and end when the weaker animal retreats unharmed <input type="checkbox"/>	18. What usually happens when two males confront each other over territory ? <input type="checkbox"/>	
<b>RETELL TOTAL</b> <b>( PASS 50% = 9 )</b> <input type="checkbox"/>		<b>INFERENTIAL COMPREHENSION</b> 19. Why does the male establish the territory ? <input type="checkbox"/> <i>That's their role in nature .</i>
		20. Why would an animal back down from a fight over territory ? <input type="checkbox"/> <i>He knows he is not as strong.</i>
		<b>COMPREHENSION</b> <b>TOTAL (PASS 75% = 15 )</b> <input type="checkbox"/>

Name :		Date :		Age :				
Title : Ned Kelly		Running words : 283		Reading Age : 12-13				
				Level 7				
<p>More than 120 years after his death, the Australian public still can't make up their minds about whether Ned Kelly, the famous bushranger, was a hero or a villain. In 1865, Ned Kelly's father died suddenly when Ned was 11, leaving Ned, the eldest of seven children, the man of the family. He became a skilled bush worker, breaking horses, fencing, and mustering cattle, to support his family. However, the Kelly family were constantly in trouble with the police for all sorts of petty crimes, often to do with cattle and horse stealing. Ned grew up believing the authorities were the enemy. The turning point came in 1878 when a policeman went to the Kelly household to arrest Dan, Ned's brother, on a charge of horse theft. Ned and Dan hid out in the bush and were joined by two other long time friends. A search party was sent out to capture Ned and his brother. In a shoot out at Stringybark Creek, three policemen were shot and killed. Despite a huge manhunt, the gang managed to remain at large for 16 months during which time they robbed banks and gained a large following amongst other disgruntled settlers. Eventually the police caught up with them. The Kelly gang wore their famous armour during a final gunfight at Glenrowan. Ned could have escaped but chose to advance on the police firing his weapons. Most of the police bullets bounced off his thick armour, but eventually he was shot in the legs and captured. The rest of the gang died in the battle. The authorities wanted to deal quickly with the situation. Ned was charged with murder, tried very quickly, and sentenced to death by hanging.</p>		<b>Analysis of uncorrected reading miscues</b> Circle cues <i>used</i> during miscue						
		1.	M	V	S			
		2.	M	V	S			
		3.	M	V	S			
		4.	M	V	S			
		5.	M	V	S			
		6.	M	V	S			
		7.	M	V	S			
		97%	8.	M	V	S		
		Instructional Level	9.	M	V	S		
			10.	M	V	S		
			11.	M	V	S		
			12.	M	V	S		
			13.	M	V	S		
			14.	M	V	S		
			15.	M	V	S		
			16.	M	V	S		
		94%	17.	M	V	S		
			18.	M	V	S		
			19.	M	V	S		
	20.	M	V	S				
<b>Analysis of self corrections</b> Circle cues used during miscue      self correction								
1.	M	V	S	M	V	S		
2.	M	V	S	M	V	S		
3.	M	V	S	M	V	S		
4.	M	V	S	M	V	S		
5.	M	V	S	M	V	S		
6.	M	V	S	M	V	S		
7.	M	V	S	M	V	S		
8.	M	V	S	M	V	S		
9.	M	V	S	M	V	S		
10.	M	V	S	M	V	S		
Accuracy Pass 97%		Comments about reading behaviour :						
Retelling Pass 50%								
Comprehension Pass 75%								
		Recommended Instructional Reading Age :						

LITERAL COMPREHENSION : Ned Kelly		Level 7
Section A : Retell	Section B : Questions to check Comprehension	
<p>After initial reading by the student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.</p>		<p>After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of events or details that the student has not retold in Section A.</p>
1. The Australian public still can't make up their mind about Ned Kelly, the famous bushranger <input type="checkbox"/>	1. How do the Australian public feel about Ned Kelly ? <input type="checkbox"/>	
2. Was he a hero or a villain <input type="checkbox"/>	2. What can't they (the Australian public) make their minds up about ? <input type="checkbox"/>	
3. When Ned was 11 (1865) his father died. Ned (eldest) became the man of the family <input type="checkbox"/>	3. What happened when Ned was only 11 ? What effect did that have on his family ? <input type="checkbox"/>	
4. Became skilled bush worker (breaking horses, fencing, mustering cattle) to support family <input type="checkbox"/>	4. How did Ned support his family ? <input type="checkbox"/>	
5. Kelly family were constantly in trouble with the police-to do with cattle & horse stealing <input type="checkbox"/>	5. What other problem did the family have ? <input type="checkbox"/>	
6. Ned grew up believing the authorities were the enemy <input type="checkbox"/>	6. How did Ned feel about the authorities ? <input type="checkbox"/>	
7. Turning point was when a policeman came to arrest brother Dan on charge of horse theft <input type="checkbox"/>	7. What happened that was a turning point for Ned ? <input type="checkbox"/>	
8. Ned and Dan hid out in the bush and were joined by two long time friends <input type="checkbox"/>	8. What did Ned and his brother do and who joined them ? <input type="checkbox"/>	
9. A search party was sent out to capture Ned and his brother <input type="checkbox"/>	9. What did the police do when Ned and his brother hid out in the bush ? <input type="checkbox"/>	
10. In a shoot out at Stringybark Creek, three policemen were shot and killed <input type="checkbox"/>	10. What happened that made the situation really serious ? <input type="checkbox"/>	
11. Despite a huge manhunt, the gang managed to remain at large for 16 months <input type="checkbox"/>	11. What happened after the policemen were shot ? <input type="checkbox"/>	
12. During this time they robbed banks <input type="checkbox"/>	12. What did they do while they were "at large" ? <input type="checkbox"/>	
13. They gained a large following amongst other disgruntled settlers <input type="checkbox"/>	13. What did other people think of the Kelly gang ? <input type="checkbox"/>	
14. The Kelly gang wore their famous armour during a final gunfight at Glenrowan <input type="checkbox"/>	14. What was unusual about the Kelly gang at the final gunfight ? <input type="checkbox"/>	
15. Ned could have escaped but chose to advance on the police firing his weapons <input type="checkbox"/>	15. What did Ned do when he could have escaped ? <input type="checkbox"/>	
16. The police bullets bounced off his armour Eventually shot in the legs and captured <input type="checkbox"/>	16. What happened when Ned advanced on the police ? <input type="checkbox"/>	
17. The rest of the gang died in the battle <input type="checkbox"/>	17. What happened to the rest of the gang during the battle at Glenrowan ? <input type="checkbox"/>	
18. Ned was charged with murder, tried quickly, and sentenced to death by hanging <input type="checkbox"/>	18. What happened to Ned after he was captured? <input type="checkbox"/>	
<p><b>RETELL TOTAL</b> ( PASS 50% = 9 ) <input type="checkbox"/></p>		<p><b>INFERENTIAL COMPREHENSION</b></p>
		<p>19. Why did the gang gain a following amongst the other settlers ? <input type="checkbox"/> <i>They also distrusted the authorities.</i></p>
		<p>20. Why did the authorities want to get rid of Ned quickly ? <input type="checkbox"/> <i>He had lots of support from the public.</i></p>
		<p><b>COMPREHENSION TOTAL (PASS 75% = 15 )</b> <input type="checkbox"/></p>

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LITERAL COMPREHENSION : Piranhas		Level 8
Section A : Retell	Section B : Questions to check Comprehension	
<p>After initial reading by the student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.</p>		<p>After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of events or details that the student has not retold in Section A.</p>
1. Sharks and piranhas -the most feared water creatures because of portrayal in movies <input type="checkbox"/>	1. What are the most feared water creatures ? Why are they feared according to this report ? <input type="checkbox"/>	
2. The appearance and habits of sharks are well known—piranhas are more of a mystery <input type="checkbox"/>	2. How well known are the appearance and habits of sharks and piranhas ? <input type="checkbox"/>	
3. Most of the piranha species never grow more than 60cms (2 feet) long <input type="checkbox"/>	3. How big do piranhas grow ? <input type="checkbox"/>	
4. Their colouring varies from silver and orange to almost completely black <input type="checkbox"/>	4. What is the colouring of piranhas ? <input type="checkbox"/>	
5. They are oval shaped with blunt heads <input type="checkbox"/>	5. What does it say about the shape of piranhas ? <input type="checkbox"/>	
6. Their most notable feature is their powerful jaws and razor sharp teeth <input type="checkbox"/>	6. What is the most notable feature of piranhas ? <input type="checkbox"/>	
7. Teeth are the shape of triangles: close like shears: shred flesh from a bone in seconds <input type="checkbox"/>	7. Describe the piranhas' teeth <input type="checkbox"/>	
8. The species closest to the popular image of ferocious killer is the red-bellied piranha <input type="checkbox"/>	8. Which species of piranha is a ferocious killer ? <input type="checkbox"/>	
9. They have strongest jaws / sharpest teeth Definitely carnivorous, dangerous to humans <input type="checkbox"/>	9. What makes the red-bellied piranha dangerous ? <input type="checkbox"/>	
10. They hunt in groups (up to 100) and spread out to look for prey <input type="checkbox"/>	10. How do the red-bellied piranha hunt ? <input type="checkbox"/>	
11. When something is found - group is signalled. They rush to the spot in a feeding frenzy <input type="checkbox"/>	11. What happens when one of the group finds something to eat ? <input type="checkbox"/>	
12. Each fish rushes in to take a bite, then swims away to make way for the others <input type="checkbox"/>	12. How does each fish behave in the feeding frenzy ? <input type="checkbox"/>	
13. They have excellent hearing—also attracted by commotion in the water / scent of blood <input type="checkbox"/>	13. How else are these piranha attracted to prey ? <input type="checkbox"/>	
14. They can quickly reduce a large mammal to a skeleton, although this rarely happens <input type="checkbox"/>	14. What can a group of these piranhas do to a large mammal ? Does this happen often ? <input type="checkbox"/>	
15. Usually they prefer prey that is only slightly larger than them or smaller <input type="checkbox"/>	15. What size prey do the red-bellied piranha usually go after ? <input type="checkbox"/>	
16. Shark's reputation as a maneater is well established, the piranha's is an exaggeration <input type="checkbox"/>	16. What does it say about the reputations of sharks and piranhas ? <input type="checkbox"/>	
17. Most of 20 species in Sth American lakes and rivers are vegetarians (fruit, seeds, leaves) <input type="checkbox"/>	17. What do most piranhas eat ? Where do they mostly live ? <input type="checkbox"/>	
18. This explains how they are able to live alongside other fish without wiping them out <input type="checkbox"/>	18. Why is it fortunate that most piranha are vegetarian ? <input type="checkbox"/>	
<b>RETELL TOTAL</b> <b>( PASS 50% = 9 )</b> <input type="checkbox"/>		<b>INFERENTIAL COMPREHENSION</b> 19. Why are piranhas more of a mystery than sharks? <input type="checkbox"/> <i>More is known about sharks - they are everywhere.</i>
		20. Why is the reputation of the piranha exaggerated? <input type="checkbox"/> <i>Most of them are vegetarians not man-eaters.</i>
		<b>COMPREHENSION</b> <b>TOTAL (PASS 75% = 15 )</b> <input type="checkbox"/>

Name :		Date :		Age :				
Title : The Ozone Layer		Running words : 300		Reading Age : 13-15				
				Level 8				
<p>Since the 1980's the ozone layer has become an important issue for scientists and politicians. As far as we know, our planet is the only one that supports life. It is the special conditions provided by our atmosphere that make this possible. Life on earth depends upon the light and heat energy that radiates from the sun. The atmosphere works like a big blanket around the earth keeping it at the right temperature. However, not all the energy from the sun is of benefit to us. About five percent of this solar radiation is made up of unwanted ultraviolet rays. For humans, over exposure to these rays causes sunburn and the risk of skin cancer. It can cause eye disorders and weaken the immune system which reduces the ability to protect ourselves from diseases. These rays can also penetrate into the sea, killing plankton, the food for many marine animals. Fortunately, a layer of oxygen in the atmosphere called the ozone layer, absorbs nearly all of this harmful radiation. When UV rays meet ozone in the atmosphere, they are absorbed by the ozone. The problem facing us all is that scientists have now discovered that the amount of ozone is 40% less than it was 30 years ago. The ozone layer over parts of the earth has been rapidly thinning or completely disappearing so more of the harmful rays are getting through. It seems that one of the main causes is an artificial chemical CFC that has been used widely in spray cans and released into the atmosphere. The use of CFC is now banned in most countries but it will be a long time before the problem will improve. The more we understand about the ozone layer, the more we will be able to prevent further damage.</p>				<i>Analysis of uncorrected reading miscues</i> Circle cues <i>used</i> during miscue				
				1.	M	V	S	
				2.	M	V	S	
				3.	M	V	S	
				4.	M	V	S	
				5.	M	V	S	
				6.	M	V	S	
				7.	M	V	S	
				8.	M	V	S	
				97%	9.	M	V	S
				Instructional Level	10.	M	V	S
					11.	M	V	S
					12.	M	V	S
					13.	M	V	S
					14.	M	V	S
					15.	M	V	S
					16.	M	V	S
					17.	M	V	S
				18.	M	V	S	
				94%	19.	M	V	S
20.	M	V	S					
<i>Analysis of self corrections</i> Circle cues used during miscue self correction								
1.	M	V	S	M	V	S		
2.	M	V	S	M	V	S		
3.	M	V	S	M	V	S		
4.	M	V	S	M	V	S		
5.	M	V	S	M	V	S		
6.	M	V	S	M	V	S		
7.	M	V	S	M	V	S		
8.	M	V	S	M	V	S		
9.	M	V	S	M	V	S		
10.	M	V	S	M	V	S		
Accuracy Pass 97%				Comments about reading behaviour :				
Retelling Pass 50%								
Comprehension Pass 75%								
Recommended Instructional Reading Age :								

LITERAL COMPREHENSION : The Ozone Layer		Level 8
Section A : Retell	Section B : Questions to check Comprehension	
<p>After initial reading by the student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.</p>		<p>After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of events or details that the student has not retold in Section A.</p>
1. Since the 1980's, the ozone layer has become an important issue for scientists & politicians <input type="checkbox"/>	1. How long has the ozone layer been an important issue ? Who does it say it is important for ? <input type="checkbox"/>	
2. Our planet is the only one that supports life Our atomosphere makes that possible <input type="checkbox"/>	2. What is special about our planet ? What makes it possible for earth to support life ? <input type="checkbox"/>	
3. Life on earth depends upon light and heat energy that radiates from the sun <input type="checkbox"/>	3. What does life on earth depend on ? <input type="checkbox"/>	
4. Atmosphere is like a big blanket around the earth—keeps it at the right temperature <input type="checkbox"/>	4. How does the atmosphere work ? What does it do ? <input type="checkbox"/>	
5. 5% of solar radiation is unwanted UV rays <input type="checkbox"/>	5. What does the report say about some of the solar radiation ? <input type="checkbox"/>	
6. Over exposure to these rays causes sunburn and the risk of skin cancer <input type="checkbox"/>	6. What happens if people are overexposed to these UV rays ? <input type="checkbox"/>	
7. Can cause eye disorders; can weaken immune system which protects us from diseases <input type="checkbox"/>	7. What are some other problems that UV rays can cause in humans ? <input type="checkbox"/>	
8. UV rays can also penetrate into the sea—kills plankton, the food for many marine animals <input type="checkbox"/>	8. What bad effect can UV rays have on the sea ? <input type="checkbox"/>	
9. Oxygen (ozone) layer in the atomosphere absorbs nearly all of this harmful radiation <input type="checkbox"/>	9. How does the ozone layer help us ? <input type="checkbox"/>	
10. Problem facing us all—the amount of ozone is 40% less than it was 30 years ago <input type="checkbox"/>	10. How does the ozone layer compare with 30 years ago ? <input type="checkbox"/>	
11. Ozone layer over parts of the earth has been rapidly thinning or completely disappearing <input type="checkbox"/>	11. What is happening to the ozone layer ? <input type="checkbox"/>	
12. So more of the harmful rays are getting through <input type="checkbox"/>	12. What is happening now that the ozone layer is thinner and in some places has disappeared ? <input type="checkbox"/>	
13. It seems that one of the main causes is an artifical chemical CFC <input type="checkbox"/>	13. What seems to be one of the main causes for the disappearing ozone layer ? <input type="checkbox"/>	
14. This has been used widely in spray cans and released into the atomosphere <input type="checkbox"/>	14. How did CFC get into the atmosphere ? <input type="checkbox"/>	
15. The use of CFC is now banned in most countries <input type="checkbox"/>	15. What have most countries done about CFC ? <input type="checkbox"/>	
16. It will be a long time before the problem will improve <input type="checkbox"/>	16. When will the problem be solved ? <input type="checkbox"/>	
17. The more we understand about the ozone layer <input type="checkbox"/>	17. What does it say about the ozone layer at the end of the report ? <input type="checkbox"/>	
18. The more we will be able to prevent further damage <input type="checkbox"/>	18. What will we be able to do if we understand more about the ozone layer ? <input type="checkbox"/>	
<b>RETELL TOTAL</b> <b>( PASS 50% = 9 )</b> <input type="checkbox"/>		<b>INFERENTIAL COMPREHENSION</b> 19. Why is the ozone layer an important issue for politicians ? <i>They make the decisions.</i> <input type="checkbox"/> 20. Why will it take a long time for the problem to improve ? <i>Takes a long time for ozone layer to replenish.</i> <input type="checkbox"/>
		<b>COMPREHENSION</b> <b>TOTAL (PASS 75% = 15 )</b> <input type="checkbox"/>